

Appalachian State University

General Catalog



1973-74



Academic Calendar for 1973-74

Fall Quarter 1973

SEPTEMBER						
S	M	T	W	T	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30					

OCTOBER						
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NOVEMBER						
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- Sept. 4 Tuesday, 8:00 a.m.—Official opening, dormitories open.
 Sept. 6-7 Thursday and Friday—Registration (Weekend College registration begins on Friday evening).
 Sept. 8 Saturday—Registration and first meetings of Saturday classes.
 Sept. 10 Monday—Classes begin.
 Sept. 14 Friday—Last day to register for a class.
 Sept. 19 Wednesday—Fall quarter faculty meeting at 5:00 p.m. in I. G. Greer Auditorium.
 Oct. 8-12 Mid-term week.
 Nov. 14 Wednesday—Classes end.
 Nov. 15 Thursday—Reading day.
 Nov. 16-21 Friday-Wednesday noon—Final examination period.
 Nov. 21-25 Thanksgiving holiday and quarter break.

Winter Quarter 1973-1974

DECEMBER						
S	M	T	W	T	F	S
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JANUARY						
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FEBRUARY						
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- Nov. 26-27 Monday and Tuesday—Registration.
 Nov. 28 Wednesday—Classes begin.
 Dec. 1 Saturday—Registration and first meetings of Saturday classes.
 Dec. 4 Tuesday—Last day to register for a class.
 Dec. 19 Wednesday, 8:00 a.m.—Christmas holiday begins.
 Jan. 3 Thursday, 8:00 a.m.—Classes resume.
 Jan. 14-18 Mid-term week.
 Feb. 20 Wednesday—Classes end.
 Feb. 21 Thursday—Reading day.
 Feb. 22-27 Friday-Wednesday noon—Final examination period.
 Feb. 27- March 3 Wednesday-Sunday—Quarter break.

Spring Quarter 1974

MARCH						
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APRIL						
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MAY						
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- March 4-5 Monday and Tuesday—Registration.
 March 6 Wednesday—Classes begin.
 March 9 Saturday—Registration and first meetings of Saturday classes.
 March 12 Tuesday—Last day to register for a class.
 April 4-10 Mid-term week.
 April 11-15 Thursday, 8:00 a.m.—Monday—Easter holiday.
 April 16 Tuesday, 8:00 a.m.—Classes resume.
 May 18 Saturday—Classes end.
 May 20-23 Monday-Thursday—Final examination period.
 May 26 Sunday—Commencement.

Summer Quarter 1974

APPALACHIAN
STATE UNIVERSITY
GENERAL CATALOG

Announcements for
1973-1974

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June, 1973

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State University

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A Message From Our Chancellor



We at Appalachian are at work building a great university.

As the only four-year state supported institution of higher education in a 4,466 square-mile area west of Winston-Salem, north of Charlotte, and east of Asheville, we are charged with serving the educational needs of Northwestern North Carolina.

Appalachian received regional university status a short five years ago, and the challenges brought about by that new role have been good for us.

We welcome the challenges and opportunities of the new consolidated University of North Carolina system, of which we are a willing member.

Programs at Appalachian are based on "educational innovation and change," which is more than just a motto. It is a way of life here for us. Education truly is in an age of accountability and Appalachian must be able to justify every course, every program. We must not and will not propose costly programs that will duplicate what other schools already are doing quite well. We recognize that what we are doing and plan to do must meet the needs of our times and must be accomplished at the lowest possible cost to the taxpayer.

Appalachian has long maintained a reputation for excellence in teacher education, and we are proud that we continue to

enjoy that reputation today. One of our alumni was National Teacher of the Year in 1972. We are rapidly establishing a reputation for excellence in areas other than teacher training. The university was one of eight schools in the South to receive a three-year grant from the prestigious Ford Foundation Venture Fund program, which recognizes innovative programs already underway in undergraduate education. We are one of only two institutions in the 16-school consolidated university system to enjoy a capacity enrollment in 1972-73.

In the following pages of this our 1973-74 General Catalog we present Appalachian's programs. We invite you, the prospective student, the teacher and administrator in our public schools and in two and four-year institutions of higher education to come and visit with us at Appalachian. Let us show you what Appalachian is doing today and tell you our plans for the future. I invite you to write, call, or visit me or anyone here at Appalachian whenever we can be of service.

Herbert W. Wey

Beginnings and Evolution



Issued Six Times a Year By The
Appalachian Training School

DEW DROP

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VOL. XXI

BOONE, N. C., MAY, 1924

No. 3



WATAUGA ACADEMY



The first men who came to the beautiful mountain frontier of Northwestern North Carolina found the going rough. A diary kept during the first known expedition into the area stated: "Part of the way we had to crawl on hands and feet; sometimes we had to take the baggage and saddles off the horses and drag them up the mountain, for the horses were in danger of falling backwards—as we had once an experience and sometimes we had to pull the horses up while they trembled and quivered like leaves."

When the first explorers reached the summit of the magnificent Blue Ridge Mountains, where a twig placed in a certain bubbling, cold, clear stream would drift either toward the Atlantic or the Mississippi, the explorers stood and marveled at the "hundreds of mountain peaks all around," which presented a "spectacle like ocean waves in a storm."

The area was first settled by English-speaking hunters. The first dwelling in Boone was a hunting cabin of a man named Benjamin Howard. That goes back to 1769. The cabin stood on what is now Appalachian State University. Daniel Boone used the cabin as a base for some eight years before he finally crossed the "great Appalachian barrier" and pushed on westward in Tennessee and Kentucky.

Benjamin Howard sided with the British during the Revolution, and he hid during the Revolutionary times from the

patriots on a high knob above what was to become Boone (the knob became Howard's Knob). Howard later made peace with the patriots. The settlers who came after the Revolution were English, Scotch-Irish, and German. As the frontier moved forever westward, many crossed over the mountains.

Some stayed. They kept the proud, resourceful, rugged ways needed to survive in the beautiful, yet often hostile environment. The area was known as "the Lost Provinces," and for good reason. None but the very determined could make it up where the high meadows lay against the sky. The railroad came in 1899 and truly good roads were not built until the 1940's.

For a long time in the area, formal education was carried out, weather permitting, after the fall crops were in until it was time to plow. Education was, at best, minimal. In 1899, a two-story frame structure was built in Boone, a town of 200 persons. The people of the local community contributed labor, materials and \$1,100 to start a school—known as Watauga Academy. It offered instruction in grades one through 11 and in teacher training. Three courses were offered: Common School, Academic, and Two Years' Collegiate.

An institute always was held during the summer for teachers. Pupils received instruction on how to teach, thus making their work more enjoyable to them and more beneficial to the students, and they would be taught and coached in the very subjects upon which they would have to take an examination to renew their certificates or to raise them to the highest grade—The First Grade Certificate.

Watauga Academy grew steadily. In the winter of 1902 more than 100 pupils were enrolled, and 90 percent of those were grown people.

Despite all the progress made, Watauga Academy "rested upon a precarious and almost starvation financial foundation." The founders of the academy, the Dougherty brothers, D.D. and B.B., realized that without adequate financial support the academy would never be able to train enough teachers needed in the area. They turned to the state for help.

On a cold January morning in 1903, with a temperature of eight degrees, B. B. Dougherty started out for Lenoir on the family horse, and then continued by train for the capital city of Raleigh. In his pocket he carried a bill proposing a state institution for Northwestern North Carolina.

Dougherty encountered initial opposition for his proposal. The plight of the extreme northwestern edge of the state was not appreciated by some of the leaders of the day. Undaunted, Dougherty sought an appeal before Governor Charles B. Aycock, known as "the Education Governor." In the privacy of the Governor's office, Dougherty pointed out that the "Education Governor" could ill afford to oppose a bill that promised so much for the teacher. He reminded the Governor that he had boasted the building of a new schoolhouse every time the sun set since being elected and that certainly there was no need for a schoolhouse without a place to train the teacher.

Aycock pledged his support, and Dougherty appeared before the House Committee on Education. Dougherty told the committee that the legislature had helped other sections of the state and it should help Northwestern North Carolina. He asked for only small appropriations, as the local people were willing to match state funds dollar-for-dollar.

Among the reasons given why teachers in Northwestern North Carolina could not attend the schools already established, Dougherty said, was that the salary of the teachers in the mountains was too low to allow them to attend a school where expenses were high; mountain people could not endure a summer in the heat of the flatlands; and the university professor would take little interest in the unsophisticated country teacher.

The bill was introduced into the House by the Honorable W. C. Newland of Lenoir. Joining with Newland was the Honorable R. A. Doughton who brought with him the prestige of his unexcelled reputation for wise statesmanship. Support also was given by senators from Cleveland, Franklin, and McDowell counties. The enabling bill passed by one vote more than needed for the two-thirds majority. Just before the measure came up, however, Mr. Newland suddenly notified two

senators that they had other pressing "engagements." How they would have voted had they been present is not recorded.

In chartering a training school for teachers, the state pledged \$2,000 annually for maintenance and \$1,500 to be appropriated for buildings when a like amount was paid by private contributions. Tuition was to be free to those who pledged themselves to teach in the public schools of the state for two years.

The Doughertys won a major political and educational victory for the mountain region when, by a one-vote margin, the 1903 General Assembly created Appalachian Training School. Its just-appointed trustees met in Blowing Rock three months after the vote and heard representatives of several mountain counties and towns who spoke in behalf of locating the institution in their area. According to the minutes of the board, Boone offered the facilities of the academy as a home for the state school, and it was declared to be Appalachian's permanent location.

The board elected B. B. Dougherty as superintendent of the school, and his brother was named principal. They served under those titles and guided the school as it grew with the state system until 1921 when Superintendent Dougherty was named President, and Principal Dougherty was named Treasurer and Business Manager.

The Assembly changed the name of the institution to Appalachian State Normal School in 1925. In 1929 it became Appalachian State Teachers College. The enabling act which changed the name of the institution also authorized the conferring of college degrees.

Modest graduate programs began at the college in 1943, and in 1949 Appalachian's graduate school was sanctioned by the American Association of Colleges for Teacher Education.

It was not until 1957 that legislation was enacted to give Appalachian permission to depart from its single-purpose role as a teacher-training institution. In 1965 the institution activated programs that led to nonteaching degrees.

The next milestone in the evolution of the institution came in 1967 when Appalachian was designated a regional university. Its purpose was set forth by the 1969 General Assembly as follows:

“The regional universities shall provide undergraduate and graduate instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal arts and sciences, pure and applied. The regional universities shall provide other undergraduate and graduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State. Regional universities insofar as possible shall extend their educational activities to all persons of the State who are unable to avail themselves of their advantages as resident students by means of extension courses, by lectures, and by such other means and methods as may seem to the boards of trustees and administrative officers as most effective.”

In 1971, the structure of higher education in North Carolina was consolidated into a 16-member University of North Carolina system, efforts for which Appalachian supported.

The University of North Carolina

The University of North Carolina was chartered in 1789 and opened its doors to students in 1795. It has been governed by a Board of Trustees chosen by the legislature and presided over by the Governor. During the period 1917-1972, the Board consisted of 100 elected members and a varying number of ex officio members.

By act of the General Assembly of 1931, without change of name, it was merged with The North Carolina College for Women at Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at

Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh to North Carolina State University at Raleigh.

Charlotte College was added as The University of North Carolina at Charlotte in 1965, and, in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington, respectively.

A revision of the North Carolina State Constitution adopted in November, 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . ." In slightly different language, this provision had been in the Constitution since 1868.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the other ten state-supported senior institutions into the University as follows: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This merger became effective on July 1, 1972.

The Board of Trustees became the Board of Governors and the number was reduced to 35 members (32 after July 1, 1973) elected by the General Assembly. It is "responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." However, each constituent institution has a local board of trustees of 13 members, eight of whom are appointed by the Board of Governors, four by the Governor, and one, the elected president of the student body, whose principal powers are exercised under a delegation from the Board of Governors.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by the Board of Governors and by the President with other administrative officers of the University. The General Administration office is located in Chapel Hill.

The chancellors of the constituent institutions are responsible to the President as the chief administrative and executive officer of The University of North Carolina.

Purpose

Within the framework of higher education established by the state of North Carolina, Appalachian State University is dedicated to the total development of its constituency through instruction, research, and service.

In pursuit of this purpose, Appalachian pledges itself:

- To nurture an intellectual climate in which truth is sought and respected.

- To provide a liberal education for all its students.

- To offer, within the scope of its programs, preprofessional and professional education to those students who desire it.

- To maintain a faculty dedicated to teaching and scholarship.

- To advance the frontiers of knowledge through research.

- To be cognizant of new knowledge and prepared to meet the challenge of new ideas.

- To expand cultural horizons and develop appreciation of ethical and aesthetic values.

- To make its resources available to the people within its sphere of influence.

- To serve as a force for social improvement.

- To cooperate with all institutions and agencies which are dedicated to the betterment of mankind.

Accreditation

The university is an accredited member of the Southern Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of Colleges for Teacher Education, the American Council on Education, the Council of Graduate Schools in the United States, the North Carolina Association of Colleges and Universities, the National Association of Schools of Music, the American Association of University Women, the National Association of Business Teacher Education, and the American Association of State Colleges and Universities.

The Campus

Appalachian's facilities include some 43 buildings located in its 75-acre main campus, as well as the new Center for Continuing Education and Mountaineer Apartments, the new married student housing, on the 180-acre new west campus area (see campus map).

During the decade of the 60's, enrollment tripled at Appalachian, leading to construction of some 30 new major buildings and a complete change in the campus.

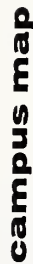
The university is on schedule for its master plan for an enrollment of 10,000 students. Future expansions will be concentrated on some 330 acres of outlying lands owned by the university, of which the new west campus area is a part.

The university welcomes and encourages prospective students, educators, alumni, and other friends to visit and tour the campus. Tours can be arranged through the Admissions Office.

The Area

The Watauga-Avery County area is rapidly becoming the most popular year-round living-vacation area in the East.

campus map



legend

- | | | | |
|-----|-------------------------|-----|---|
| 1. | Presidents Home | 12. | Smith-Wright Hall |
| 2. | Bowie Res. Hall | 13. | D. D. Dougherty Library |
| 3. | Eggers Hall | 14. | Appalachian Hall |
| 4. | Garland Residence Hall | 15. | University Store |
| 5. | Coltrane Residence Hall | 16. | Plemons Student Union |
| 6. | Justice Res. Hall | 17. | Watauga Res. Hall |
| 7. | Newland Res. Hall | 18. | Cafeteria |
| 8. | Duncan Hall | 19. | Varsity Gymnasium |
| 9. | Wilson Hall | 20. | Broome-Kirk Health and Physical Education Bldg. |
| 10. | Rankin Science Bldg. | 21. | Scott Industrial Arts Bldg. |
| 11. | Belt Library | | |

- | | | |
|-----|--|--|
| 22. | Power Plant | |
| 23. | Physical Plant; Laundry | |
| 24. | Administration | |
| 25. | Sanitary Hall | |
| 26. | Brook Nursery School | |
| 27. | Doughty Home Economics Bldg. | |
| 28. | Workman Res. Hall | |
| 29. | Faculty Apartments | |
| 30. | Cons Residence Hall | |
| 31. | Cons Management House | |
| 32. | East Res. Hall | |
| 33. | B. B. Doughty Administration Bldg. (Information) | |
| 34. | Administration Bldg. Annex | |
| 35. | Laurel Res. Hall | |
| 36. | Doughty Home Economics Bldg. | |
| 37. | White Res. Hall | |
| 38. | Canon Residence Hall | |
| 39. | Poey Res. Hall | |
| 40. | Cons Residence Hall | |
| 41. | Parking "A" | |

42. New Men's Residence Hall
43. College of Continuing Education

Boone, at 3,333 feet, is located in the heart of the Blue Ridge Mountains. The town of 8,754 grew some 137.75 percent during the 60's and Watauga County, of which Boone is the county seat, grew 33.5 percent during the decade. The area can make claim to being one of the few unspoiled areas in the Eastern United States. The Blue Ridge Parkway is some six miles from campus. The average summertime temperature is 69 degrees and the day-time highs average in the low-to-mid 70s. Mount Mitchell, the highest point in the Eastern United States is some 40 miles away. Within a half-hour's drive of the campus are some six ski slopes, seven golf courses, and four major tourist attractions. The area is renown for its beautiful native crafts and art forms and for fishing, hunting, camping, hiking, and nature trails.

Programs in the 70's





Making Education A Nice Thing Again

New, exciting, promising programs are underway at Appalachian. All are efforts to improve the teaching-learning act and to make education a nice thing again.

Listed below are some of these programs:

The Admissions Partnership Program

Last summer 21 high school juniors were admitted as special students during the summer sessions. They took a special block of humanities subjects and other regular courses. If they maintained a C average, they would be permitted to return to Appalachian in the fall as regular students. All 21 of the students maintained better than a C average. In fact, as a group the students achieved a B average, and 19 of the 21 students chose to return to Appalachian in the fall of 1972 as regular students. The students earned an overall 2.83 average for fall quarter 1972. Once they successfully complete the freshman year, most will receive high school diplomas from their local school systems. The program is an experiment to determine if there's needless duplication between the senior year of high school and the freshman year of college. By the time many college-bound high school students become seniors, they've already had almost everything they need for graduation except for one unit of English. And some freshman-level college courses are largely duplications of work already completed in high school. In another part of the pro-

gram, an Appalachian math faculty member taught calculus for college credit to high school students in a county system 30 miles from Boone. The high school students did well in the calculus course. Indications from the program are that some combination of the senior year of high school and the freshman year of college may be possible. This time-shortened degree period would be a tremendous saving to taxpayers.

The Watauga College

An experiment in the cluster-college approach began at Appalachian during fall term 1972 when some 60 men and 60 women entering freshmen agreed to live in a coed dorm arrangement in Watauga Dorm, located right in the middle of the campus. The students are taking two-thirds of their academic studies together in interdisciplinary humanities and social science courses and they're taught by a team of select faculty members. Study in the "college" concentrates on individualized and group experiences, with students being encouraged to work on special projects and programs both off and on campus. Watauga College is an experiment to see if the students involved do better academically and learn more through this atmosphere. It is designed for the "individual attention and closeness" of the small liberal arts college campus. Preliminary indications are that students in Watauga College are learning more and enjoying it more than some types of students on campus.



The Bachelor of Arts in General Studies

Some liberal arts graduates find that their degrees qualify them for graduate school, not for a job. That problem led to a degree program at Appalachian that abolishes traditional major and minor requirements and allows the student to select a program of study that includes courses he needs for a specific career. The program is saying that the educational needs of some students who know exactly what they want to do following graduation are not best being served by existing major and minor programs. Courses of study for students in the program are approved by both the student and his faculty advisor and the Associate Dean of the Faculties.

Special Developmental Program

Based on the fact that some students who are capable of doing well in college do not meet traditional entrance requirements, the program, which will be called Breakthrough next year, is now in its third year. Some 20 students are recruited in the program each year. They come from minority and/or low income families and have backgrounds that have kept them from reaching their potential. Students accepted in the program have had projected grade-point averages as low as .8 (below a D average). Students are chosen from recommendations by guidance counselors and from personal interviews. Of 13 students recruited in its first year (1970), eight are still enrolled at Appalachian and they have an overall 2.19 average.

Of 20 students recruited in the program in 1971, 11 were eligible to return to Appalachian in 1972, and as a group have a 2.11 average. Of 20 students in the program in 1972, 12 maintained C averages during the fall quarter. Three of the 38 students now on campus have B averages or better. Students in the program take a reduced course load and take a special psychology class that is designed to provide individual and group counseling and get special tutorial help when its needed during the freshman year. Most of the students are on full or substantial financial aid.

The Bachelor of Technology

Another experimental program in which graduates of technical institutes and community colleges who do not meet traditional entrance requirements are accepted as juniors at Appalachian. The student's work at the two-year school counts as his major. The students take a general curriculum—English literature, history, speech, mathematics, education courses—and an internship designed to prepare them for specific jobs either as teachers in the two-year schools or for careers in business and industry. The program now is in its third year. All but one of the 20 accepted in the program in 1970 graduated and maintained an overall grade-point average of 3.16—a B+ and considerably better than the 2.65 GPA of university undergraduates as a whole. The program has expanded to include some 40 students in 1972 and the typi-





cally older and more mature B.T. students continue to maintain an overall B average. A post-graduation employment survey of the 19 students who were the first B.T. graduates in 1972 shows that 45 percent obtained jobs with a starting salary of \$10,000 or more. About two-thirds plan to go on to graduate school, according to the survey. (B.T. graduates can qualify for graduate school admission but not to admission to traditional B.A. and B.S. degree programs.)

Internship Programs

Some 100 Appalachian students each quarter are studying off campus as interns in the classroom and in business and industry. The program recognizes that learning doesn't have to take place in the typical classroom-lecturer situation and that students need to make career plans early in their four years at Appalachian, not during that final quarter before graduation. Students work in internships usually during the junior year, while there's plenty of time for the student to change his course of study if he finds that he's studying in the wrong field. Appalachian's several internship programs are all coordinated with academic programs and all are based on the principle that students learn by doing. Internships have included three months' work in hospitals, the furniture industry, banks, and other businesses for College of Business students. Students in special education and physical education spend a quarter working and living 60 miles from campus at Western Carolina Center, a hospital for mentally and physically handicapped children. Biology interns work with the forestry service in a swamp in Georgia. In the summer interns work with government agencies both on the state and federal level. Students receive both academic credit and scholarship aid from their employers for the internship experience. In three years, some 187 College of Business interns have received a total of more than \$100,000 in scholarship aid.

Independent and Individual Study, Course Challenge

More and more students at Appalachian are assuming the responsibility for the direction of their own education. It in-

volves much more than just choosing from electives in the catalog. Through individual and independent study, students contract with a faculty member for specified amount of subject matter and proceed on their own to learn as much as they want to and as rapidly as they want to.

In individual study, the student can draw up a contract with a professor for any course offered at the university. He or she can attend class, do research, and get help and direction from the professor as the need arises. When the student satisfies the contract, he receives credit for the course. Independent study works the same way, except that it allows the student to design a course of study for something not offered in the catalog. Some 676 students were involved in independent study courses during the 1972 winter quarter. Another option available to the student is the course challenge system. It's based on the principle that it's a waste of time for a student to take a required course in something that he's already proficient in. Appalachian invites students to challenge any course in the catalog. For example, if a student can pass a test on the content of History 102, he gets credit for the course without having to take it.

Doing a Better Job of Training Teachers

Several programs also are underway to maintain the university's reputation for excellence in teacher education. These programs are listed below:

The Lighthouse School

Through a two-year grant from the Reynolds Foundation, Appalachian directed efforts by a small mountain community and its county board of education to turn a small isolated old elementary school into a model in individualized instruction learning techniques. The school was Valle Crucis Elementary. After careful advance planning the principal and faculty of Valle Crucis school decided to completely change their teaching techniques. The entire mountain community became deeply committed to and involved in the project, for which

Appalachian faculty members provided direction and other services. Most of the money for the project went to purchase media (library) and instructional materials needed to improve the curriculum resources of the school. The individualized instruction methods that were implemented at Valle Crucis were designed to involve the elementary students in assuming the responsibility for their own learning and to enable them to learn at their own rate.

Used in the teaching process at Valle Crucis are parents and other folks from the local community and interns and independent study students from Appalachian. The project attracted interest nationally in education circles.

The Training Complex

The Training Complex, an expansion of the Lighthouse concept into the Northwestern region, is a cooperative effort between the university, the State Department of Public Instruction, and the 58 schools of eight county and one city school systems. From its base in Mulberry Elementary School in Wilkes County (30 miles from campus) the Training Complex is a kind of laboratory for teaching methods where interns and student teachers from Appalachian and teachers and supervisors from throughout the region come to Training Complex schools to work with new methods until they have mastered them. The emphasis is on training and retraining teachers and administrators in real situations, using the schools in the region as educational laboratories rather than the traditional university classroom. This approach is in keeping with expected changes in teacher certification standards to what is known as competency-based certification—a move away from passing grades in a number of courses to certification based on the individual's ability to work effectively with students in the teaching-learning situation.

The Teacher Corps

Individualized instruction and competency-based teacher education are the goals of Appalachian's part in the federal Teacher Corps project. The project here is a cooperative effort between the university and two school districts to im-



plement an individualized instruction curriculum in two elementary schools and train teachers on a competency-based course of study. Twenty interns are teaching at rural Mabel School in Watauga County and at Blackburn Elementary School in Catawba County. The interns will work and learn in the schools for two years, receiving \$90 a week plus tuition and completing master's degree requirements at the end of the two years.

The Appalachian project seeks to develop a competency-based teacher education system that would be feasible for use at the university.

Driver Education Program

An experimental program of producing driver education teachers underway at Appalachian could result in better certification standards for driver education teachers and better instruction in driver education for high school students at a lower cost to the state. In the past, certification requirements for driver education teachers have been based on a single three-hour course. Appalachian's new program, now in its second year, provides a minimum of 15 course hours credit in traffic and safety instruction. Future teachers learn to teach by using campus facilities such as a driving course complete with a skid pad, computerized driving simulators and special classrooms that house instruments to measure reaction time, depth perception and peripheral vision. The use of this multi-phase program permits teachers to give better instruction to each pupil in less than half the time currently required. The N.C. Department of Public Instruction hopes to use Appalachian's program as a model for a new set of certification requirements for driver education teachers. The program is financed through grants from the U.S. Department of Transportation and the Governor's Highway Safety Program.

Special Service Programs for the Region

All programs at Appalachian are designed with the end result of service to the state and particularly to Northwestern North

Carolina. By improving the teaching-learning act, the above-mentioned general and teacher education programs serve to produce better graduates to meet labor requirements in private business, industry, teaching, and other phases of public service.

Several other programs at Appalachian are of direct service to Northwestern North Carolina in improving the education and environment of its people. The following tells of several of these programs.

The Division of Community and Regional Services

Northwestern North Carolina is part of Appalachia and the state of health care to the disadvantaged of this part of the mountain region is "episodic, fragmented, and crisis-orientated," according to Dr. Fergus Pope, director of the division—a group seeking to improve existing health services and add more services. The division is involved in several projects. One, sponsored by one of the few in-the-field grants of the March of Dimes, is designed to reduce birth defects by improving prenatal and postnatal care for disadvantaged mothers. The project is based on the fact that many children would not be born with birth defects if their mothers could be properly cared for and instructed during early pregnancy. According to statistics compiled by the division, about one in every five women in the region receive inadequate prenatal care. In this group, premature births are twice as frequent as in the other four-fifths of the population. Another project of the division sends teams into the region to find children who have experienced conditions that have delayed their proper development, with a goal of getting care for these children that would correct their developmental lapse. A third project involves use of the university's Computer Center memory bank to eliminate inefficient time-consuming hand-done paper work in maternal and child health care. The division staff has designed an information form for use in pediatric clinics throughout the region. From these forms, health plans will be devised.

Computer Services

Appalachian operates its computer division as a regional service for agencies, saving time and money for the agencies. The center provides class scheduling and writes monthly paychecks for entire school systems. Billing and payrolls also are handled for area hospitals. Work with the Division of Community and Regional Services in plans to maintain health care statistics for the region may become a model for North Carolina, one of the few states in the country attempting to provide health care without computer assistance.

Planning and Zoning Education

Unless there's planning for the future right now, the mountains won't always be green and beautiful. That's the job of the Planning and Zoning Education Program for Western North Carolina, which hopes to involve some 15,000 people in a 15-county area in planning for the progressive growth of the booming mountain area. Now in its second year, the program has sponsored workshops on historical preservation and community development, the planning of environmental education centers, and the impact of resort development on the environment. It provides other information, lectures, seminars, short courses, and institutes to public officials and other citizens. The program is sponsored by Title I grants as administered by the Office of Administration of The University of North Carolina.

Northwestern Regional Media Center

Motion picture films for six county and one city school system in the region are housed in the Northwestern Regional Media Center of Appalachian's Belk Library. The 52 schools of the center have pooled their resources with those of the university to gain a bank of some 2,000 films. The center gives one-week delivery service on films and also cleans and repairs films. It also provides a much-needed repair service for audiovisual equipment of the school systems—a service which has proven to save the schools both time and money in repair of equipment.



Some 25,000 school children view the 900 films sent out each month, and another 300 films are used by Appalachian students and faculty each month.

Appalachian Developing Institutions Consortium

Appalachian Developing Institutions Consortium, a voluntary association, consists of some eight two-year community colleges and technical institutes in the mountain region. Appalachian is serving as the assisting institution in efforts to cooperatively plan and develop programs and resources to help overcome many of the depressed conditions of the area. The consortium is supported by a \$100,000 Title III grant. It has completed research projects dealing with educational plans of high school students, a study of some 2,500 alumni, and an attrition study of dropouts from the two-year schools. Planned are comprehensive business and manpower need surveys and the consortium schools are working to develop a combined student recruitment program.

Appalachian Consortium

As a voluntary association of five mountain-region colleges and universities and four service agencies, the Appalachian Consortium has as its purpose to preserve and promote appreciation in the culture of the region. In 1973, the consortium sponsored an Art Exposition featuring competition in some 20 areas of the written, visual, and performing arts which presented more than \$1,500 in prize money and started a newspaper column on folkways and folk-speech in the region. Consortium schools jointly accept credits from other schools for courses dealing with Appalachia and are working to develop a common list of library holdings and to establish Appalachian rooms in member libraries. Consortium members also are at work recording the culture and history of the region on motion pictures, tape recording, video tape and in pictures and color slides. Appalachian Consortium is supported by a grant from the N.C. Committee for Continuing Education in the Humanities.

Student Life





There's always something to do at Appalachian—both off and on campus. For openers, the Boone-Blowing Rock-Linville-Banner Elk area can make claim to being the most popular year-round vacation-recreation area in the South (see the section on the area on page 10). Things are great on campus, too.

Student life policies at Appalachian have long been based on the promise that, as adults, students have the intelligence and maturity to properly direct most things for themselves and that the role of the university is to provide opportunities for growth and development in many ways other than in the classroom.

A Voice In Policy

Higher education conducts its internal business, makes its policies, and settles its differences, slowly, in a detailed structure of committees. At many schools they are done by faculty committees, but at Appalachian they are faculty-student-staff committees. Students are nominated for committee membership by the Student Senate. A student's vote carries the same value as that of a faculty member's, and in some cases, you may find students serving as chairmen of what formerly were faculty committees. Students now serve with their professors on committees for academic policy, admissions, business affairs, public programs, institutional research, public service,

registration and calendar, research, student life, and traffic and campus management.

Student Development Center

As concrete evidence that the student is the most important being at Appalachian, the university has created an innovative Student Development Center. There a full-time director and his staff work.

Take, for example, the Student Research Union, a product of student ingenuity to which the Student Development Center lends technical assistance and advice. It investigates the hottest issues on the campus and publishes reports which lay facts before the student body. The union has probed questions ranging from the operation of the campus traffic office to policies and pricing in the campus bookstore. Student members of the Student Research Union figure that they are one of the prime reasons that Appalachian has peace within its own walls. It is hoped that by reducing secrets between administrator and student the causes for unrest and dissatisfaction are reduced.

Another agency under the administrative umbrella of student development is the Student Employment Service. This group contacts businessmen in the community and surrounding areas and arranges part-time jobs for students who cannot find enough employment on the campus.

Student development personnel also assist in the mammoth publications job which students carry out. The director serves as advisor to *THE APPALACHIAN*, the *RHODODENDRON*, and *VERVE*. In addition to the major publications, the staff gives advice and technical assistance to Student Printing Service, Student Photographic Service, and Student Typesetting Service. Student government leaders can go to the student development staff for help in their normal routines or for assistance in developing new governing procedures for the student body.

Student Government Association

The Student Government Association and all student activities at Appalachian are open to everyone, not just to a select

few. It's left to the student to determine what he or she wants to do and how involved in it he or she wants to get.

All undergraduate students at Appalachian are members of the Student Government Association. The organization is so expansive that everyone who wants to serve the student body can find a job for himself. Student government committees book dances and stage concerts, conduct elections, hear grievances, set student club policy, and conduct open forums for the campus community.

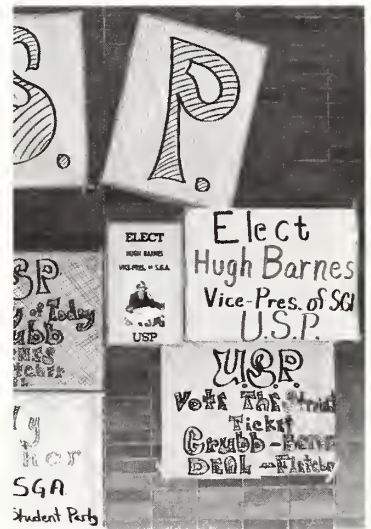
Governing Power

Students at Appalachian govern themselves through three branches of the Student Government Association. The executive branch consists of elected officers, the president, the vice president, the secretary, the treasurer, the attorney general, and the president's cabinet.

The legislative power of student government is vested in the Student Senate. Its membership is made up of students who are elected by a ratio of one senate seat per 150 undergraduate students. The senate appropriates students' funds, recommends laws to promote the welfare of the students, and maintains standing and special student committees. It has power of impeachment over any member of the executive, legislative, or judicial branches.

The judicial power of student government rests in the Student Court. It is composed of nine student justices who are elected by the senate. The court conducts informal hearings on undergraduate violations of university policies. Its verdict is made in the form of a recommendation to the Vice Chancellor for Student Affairs.

Students accused of violations have all those rights guaranteed under the U.S. Constitution. They are presumed innocent until guilt is proven; they may face their accusers and any witnesses; they may have open trials; they may appeal to higher courts; and they have the choice of being tried by the university's administration without being heard by the Student Court.



Students may be tried for violations such as academic dishonesty, disruption of activities, or for the violation of criminal statutes. A complete table of university regulations appears in the student handbook, *The Mountaineer*.

W. H. Plemmons Student Center

The Plemmons Student Center is the focal point of campus student activities. Facilities and activities are provided for all members of the university who wish to pursue social, cultural, and recreational activities.

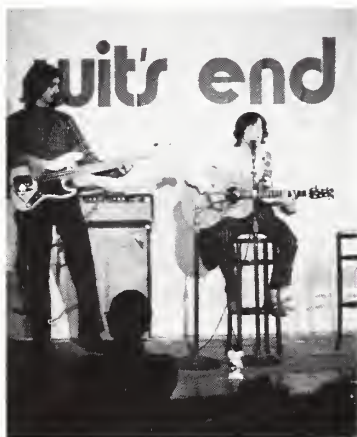
The program of the student center is the responsibility of the Student Center Board. The board is chaired by a student and is composed of students, staff, faculty, and administrative members. The program of the student center includes cultural, educational, and popular films which are selected and scheduled by the film committee. The Fine Arts Committee sponsors an annual Student Art Contest with purchase prizes in several categories. These works become part of the permanent Student Art Collection and are used to decorate many areas of the building. Several traveling and individual art shows are displayed annually in the Skylight Lounge.

Services provided in the center include a television lounge, meeting rooms, table tennis room, music listening area, reading lounge, and a bowling and billiard area. Information desk hostesses direct building utilization and supply information concerning all campus activities during the normal 16-hour day, seven-day week the center is open.

A program of regular nightly coffeehouse entertainment is sponsored in the Wit's End by the Coffeehouse Committee. These shows range from local talent shows to professional touring entertainment.

As members of the Association of College Unions International, members of the Student Center Board have been active in the Region V Annual Student Conference where yearly plans are made and program innovations are discussed.

The Recreation Committee encourages local competition in bowling, billiards, bridge, table tennis, and chess. There are



divisions for both men and women and the local winners are sponsored in a five-state regional competition. A traveling bowling team and several bowling leagues are sponsored annually.

Cultural Opportunities

With speakers such as Ralph Nader, Eric Hoffer, John Ciardi, Betty Friedan, and Muhammad Ali, with groups such as the National Players, the Houston Ballet, and the Atlanta Symphony, and with outstanding films, there is some cultural offering on the Appalachian campus practically every day of the school year. Whether it is under sponsorship of the university's Artists and Lecture Series or not, the university campus makes a contribution to student life and to the region by offering programs that are a part of our cultural heritage.

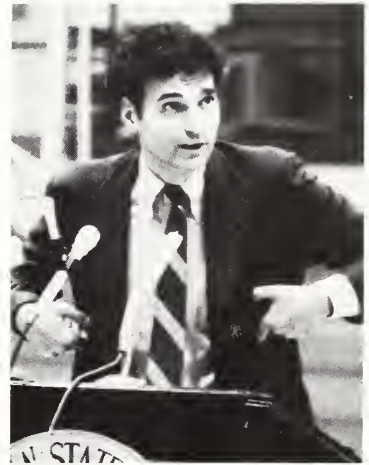
Through the Office of Student Affairs, a member of the faculty serves as Director of Cultural Affairs. He works constantly to promote the cultural arts on campus. He directs the university's Artists and Lecture Series, stimulates and coordinates the efforts of persons who are working to improve the cultural atmosphere on campus, and prepares grant proposals in the area of the cultural arts. He works with student groups in planning cultural affairs and promotes other special cultural projects.

Campus Entertainment

The Appalachian student hears them all—the Carpenters, Jose Feliciano, the Fifth Dimension, Three Dog Night, Blood Sweat and Tears, Hamilton, Joe Frank and Reynolds, and the Beach Boys.

The student body at Appalachian is large enough to support an almost weekly array of professional entertainment in concert, in person. The groups above appeared here and did their thing before audiences in ASU's 8,000-seat Varsity Gym. The shows are staged by the Student Government Association's Popular Programs Committee.

The university's social calendar also includes formal and informal dances and parties.



Student Publications

Appalachian students have proven that the imagination is the only limit when they are given responsibility in student publications. They publish a completely uncensored student newspaper, *The Appalachian*, often 12 to 14 pages, twice a week. With purchased typesetting equipment, the students set their own copy, set their own headlines, paste up the pages of the newspaper, and carry it, "camera ready," to an off-campus printer. The job they do is highly professional, and because of what they're learning after classes, some have stepped into professional lithographic jobs with little additional training.

The university's yearbook, *The Rhododendron*, is similarly composed on the campus and taken to the professional printer only when it is ready to be printed. *Verve*, a student-written literary magazine, is another of their respected products.

Clubs, Societies, and Performing Activities

There are some 70 different student organizations and clubs on the campus, including four recently recognized fraternities (three nationals) and one sorority. The clubs range from service orders to scholastic honoraries. All student organizations on the campus are chartered and supervised by the Student Government Association and the School Council. Opportunities also are available in areas such as debate, theater, broadcasting, and music. Consult the student handbook, *The Mountaineer*, for a complete listing and description of activities.

Religious Life

Appalachian is a state-owned campus. As such it has no religious affiliation. Its students, however, promote and support church affiliated organizations which include the Baptist Student Union, Canterbury Club, Lutheran Student Association, Newman Club, Wesley Foundation, and Westminster Fellowship. Eight churches (Advent Christian, Baptist, Catholic, Church of Christ, Episcopal, Lutheran, Presbyterian, and United Methodist) are within walking distances of the campus.



Athletics and Intramural Sports

As a new member of the Southern Conference and the National Collegiate Athletic Association (NCAA), Appalachian offers 13 varsity sports for men and seven varsity sports for women—the largest number of varsity athletic teams of any Southern Conference school and as many varsity teams as any school in the state. Men's varsity sports include: football, cross country, soccer, basketball, wrestling, rifle, swimming, gymnastics, fencing, track (indoor and outdoor), tennis, baseball, and golf. Women's varsity sports include: field hockey, basketball, volleyball, gymnastics, swimming, golf, and tennis.

The Mountaineer tradition, in every respect, is a winning tradition. The Apps have finished with winning records in 30 of 43 football seasons, and ASU varsity teams have a combined 945-700-26 won-lost record during the past 13 years.

The university also encourages students to participate in a program of intramural sports. Some 2,200 did last year, in 25 different sports. Many of the intramural and varsity sports contests are staged in Conrad Stadium, the first artificially-turfed athletic facility in the state. Men's intramural sports include: flag football, basketball, badminton, tennis, softball, cross country, volleyball, handball, paddleball, squash, soccer, swimming, track and field, horseshoes, and wrestling. Women's intramural sports include: flag football, basketball, badminton, tennis, softball, volleyball, and swimming. Co-educational intramural sports include: tennis, volleyball, and badminton.

Student Housing

The university has 15 modern residence halls housing some 4,000 students in a living and learning atmosphere. The quality of residence hall life is of as much concern to the university as the quality of any academic program.

To insure that quality, some changes have taken place recently in the dormitories. What used to be stark dorm lobbies are now coeducational lounges. There are specially prepared



study areas and seminar rooms in the dorms now—so that some of the academic life of the campus can take place in the dormitory setting.

As you live in a residence hall, the university will try to help you develop an understanding of group living, a consideration for others, and an ability to live with people who are different from you.

The halls are staffed and supervised by professional personnel who are trained to create a friendly atmosphere in which students can enjoy life and feel a part of the university community.

Each room is equipped with the basic furniture, but you are expected to supply linens, blankets, rugs, pillows, curtains, and other personal furnishings according to individual taste.

Some appliances are allowed in the dorm room (lamps, small television sets, fans, small refrigerators, not to exceed .45 amps), but others are not (hot plates, toasters, percolators, heat lamps, roasters, and heaters). Popcorn poppers may be used only in kitchen areas. Your *Student Support Services Handbook* and *The Mountaineer* contain specific regulations and policies which govern residence hall life. Each student is responsible for knowing these regulations and conducting himself accordingly.



Housing Requirements

The residence halls are closed during vacation periods, and no occupancy of rooms will be permitted during this time. For those who must remain in Boone during a vacation period, the Dean of Students offers assistance in securing a room.

All freshmen (and all sophomores beginning in the fall of 1974) are required to live in university-owned housing with the exception of those students living with parents or guardian or those who are married and maintaining their residence near the university.

All students reserving rooms are subject to an academic year housing agreement (three academic quarters). Students who

reserve a room for the fall or winter quarter are obligated to pay room rent for the subsequent quarters of that academic year as long as they are enrolled. Exceptions are made during the term of the housing agreement for students participating in off-campus field service programs and those students getting married during the term of the agreement.

If a residence hall student plans not to enroll for a subsequent quarter, he must notify the housing office at least two weeks prior to examination week. If he does not give such notification, he will be billed for a quarter's room rent.

Unless a student notifies the housing office that he will be late, he must occupy his dormitory room by the night of the first day's classes in each quarter. Otherwise, the reservation for this space will be canceled, and he will be billed for a quarter's rent. Limited exceptions to these rules appear in the *Student Support Services Handbook* and in the student handbook, *The Mountaineer*.

Room Reservations

Room reservation forms are mailed to new students following admittance by the Office of Admissions. Returning students may apply for housing during spring quarter for the following year. Former students who have been readmitted may apply for housing directly to the Office of Housing Operations. Completed forms should be returned to the university cashier with a check for reservation deposit payable to Appalachian State University. The reservation deposit is deducted from the room rent charged for the first quarter in residence.

Mountaineer Apartments

The university provides 90 furnished apartments, including drapes, built-in self-cleaning ranges, frost-free refrigerators, and wall-to-wall carpeting. Rental information and applications may be obtained at the Office of Housing Operations. The housing apartments are available to married students and their dependents and widowed or divorced students with children.



Off-Campus Housing

An Approved Rental Housing Association is sponsored by housing officials at Appalachian. The association is composed of landlords who operate their complexes within the bylaws of the association. A current listing of approved off-campus housing is published and made available weekly by the housing office.

The Office of Housing Operations provides a computerized current listing of rental housing for student teachers and students participating in field service programs off campus.

Fair Housing Discussion Board

A Fair Housing Discussion Board sponsored by the Office of Housing Operations and the Student Government Association meets monthly to discuss various topics relating to off-campus housing. Topics for discussion should be submitted to the Secretary of Commuter Affairs.



University Services





University Medical Services

Appalachian maintains a modern medical center on campus. It is staffed by one full-time and one half-time physician, six registered nurses, a lab and X-ray technician, and their assistants. For overnight treatment of minor illness there is a 14-bed infirmary. For those who require hospital care, the modern Watauga Hospital is just two miles from campus.

Services of the medical center are open 24 hours a day to all students when the university is in session. The center is supported by a portion of the fees paid each quarter by all students and there is no additional charge for professional services of the physicians. All students, including transfers and graduate students, must have a preadmission physical by their own physician, and the form for same must be on file in the university medical center.

Contacts with University Medical Services are confidential. Records are maintained separately for use of health personnel only. In case of serious illness or injury parents or guardians will be notified.

The medical center does not issue excuses for class absences because of illness. Students who withdraw from the university for reasons of health must receive medical clearance through the medical center before being readmitted. Before clearance



is granted, the student must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of his ability to participate in university life.

Drugs

Medicines for most illnesses are furnished to the student through the infirmary; prescriptions are written for other medicines which may be purchased at local pharmacies.

Insurance

Low-cost hospital and accident insurance is available. This insurance will pay a substantial part of charges for hospitalization, surgery, treatment for accidental injuries, diagnostic tests, and medical emergencies. It provides year-round coverage on or off the campus.

In addition, the University Medical Services will pay the first \$25 toward the hospital bill of any student admitted to Watauga County Hospital. This payment is not made for dependents of students.

Counseling and Psychological Services Center

For those who are concerned about the way they feel and their relationships with other people, there's the counseling center. All contacts with the center are confidential. Center psychologists and counselors provide both personal and group counseling for students and their spouses. Vocational and career guidance also is provided. These services are provided without charge to Appalachian students.

The testing section of the center has the responsibility for organizing and administering the individual and group tests for the university community. Available tests include individual intelligence, personality tests, and vocational interest inventories. Information concerning large group tests such as National Teacher Examinations, Miller Analogies Test, and university proficiency tests is also available.

Academic Advisory Program

A new Faculty Advising Service is operated by the General College on the ground floor of the Dougherty Library. The service retains professors who represent every undergraduate academic department at the university. They provide help with any academic problem that the student may encounter.

Each student accepts the responsibility for meeting graduation requirements, and although academic advising is readily available, students are not required to see an advisor or to get signatures on course request forms.

When students complete 90 quarter hours and satisfy other requirements, they move from the General College to one of the four degree granting colleges. They are then advised in the department of their major.

Library Services

The four-year-old Belk Library is the center of academic life at Appalachian. Housed there in open stacks are 250,000 volumes and holdings in nonbook materials such as films, slides, tapes, recordings, magazines, newspapers, microfilms, maps, and pictures. The university's Audiovisual Services Center is located on the first floor of the library and it provides resources and materials to support the university's instructional program. Audiovisual materials can be prepared for faculty and students on request.

Administration of the library is carried out by 20 faculty members, 21 supportive staff members, and more than 100 part-time student assistants.

The library also is a U.S. Government Documents Depository and some 50,000 documents are housed in the library.

Information on the special collections and regulations concerning the loan of library materials are listed in the *Library Handbook*. It is issued to all faculty members and students.

The library staff encourages you to use the library and to make suggestions for its improvement.



Placement and Career Services

Appalachian operates a busy Office of Placement to help its alumni and prospective graduates find the jobs they want. The office maintains relationships with outstanding school systems, colleges, industries, and local, state, and federal governmental agencies across the country. The Director of Placement keeps up-to-date information regarding vacancies, certification and license requirements, and qualifying examinations. He arranges for interviews between students and employers. Students and alumni may participate in a nationwide computerized placement service through this office.

With the assistance of the Placement Office, 90 percent of Appalachian's June, 1972, graduates were employed in their field by September 15 of that year. Another 5 percent were recently married women who were not in the job market.

Appalachian and some agencies to which it reports require a follow-up report on each graduate. Consequently, the Office of Placement must have a resume sheet or personal data sheet on each graduate. If a student or alumnus does not wish confidential recommendations, he is not required to have them in this file; but he must supply the personal data sheet.

A great majority of the seniors, graduate students, and alumni choose to have a complete file with confidential ratings and recommendations. Most employers expect such recommendations and it is to the advantage of the job seeker to have such a file. Such information is confidential. Forms for this purpose are furnished to each registrant.

Some students, alumni, and persons submitting references wish to have a conference and then file a joint evaluation form. The Office of Placement provides a form designated as "Joint Evaluation of Registrant by Reference and Registrant." Many students and alumni throughout the nation feel that they have a right to see any evaluation in their record. The joint evaluation provides such visibility. However, many persons asked to submit references do not wish to engage in a



joint evaluation, and the students or alumni should understand that some employers may place less value on a joint evaluation than on confidential evaluations.

Because the use of the placement service is voluntary, a student or alumnus is permitted to request in writing the destruction of any or all confidential statements or recommendations.

Postal and Banking Services

A U.S. Post Office Contract Station is maintained by Appalachian in the Plemmons Student Center. Every on-campus student has a personal mailbox there, but boxes are not available for off-campus students.

A branch of the Northwestern Bank is located in the lobby of the University Bookstore.

Laundry Service

A nonprofit laundry plant is operated on the campus and is used extensively by students, faculty, and staff. It provides all the services of a commercial laundry-dry cleaning plant, including daily pick-up and delivery in each dormitory. On-campus students whose laundry service charge is in excess of the minimum quarterly fee will settle their accounts with the Cashier's Office. Clothes should bear permanent name markings to avoid confusion in the laundry. Cash and carry service is available to off-campus students.

Motor Vehicles

Everyone who operates a car or other motor vehicle on campus must register it with the university's Traffic Office. There are no exceptions.

Freshmen not residing with immediate relatives, all students on academic or disciplinary probation, and all students who have a grade-point average below 2.00 are prohibited from registering, maintaining, or operating a motor vehicle on the campus or its environs.



Those who are eligible to drive on campus apply for parking privileges on registration day as a part of academic registration. Any student who must operate a vehicle on campus after registration day, no matter how short the period, must register the vehicle at the Traffic Office before it is driven on the campus.

A student may not register a vehicle that was or is owned or used by another student, unless ownership of that vehicle has been transferred and proof to that effect can be shown. No one may register a vehicle for a freshman student. The annual automobile registration fee is \$12 for fall quarter registrants. Adjusted fees are in force for those who register automobiles during the terms.



Food Services

Appalachian owns and operates its own food service in three different campus dining facilities: the University Cafeteria, the Bavarian Inn, and the Gold Room. Mealbooks or cash are negotiable in each dining room and in the ice cream parlor in the student center, also operated by university food services.

Reading Center

The university's Reading Center provides diagnostic and remedial services in reading for Appalachian students and for others in the region who want and need assistance in becoming more proficient readers. The center also serves as a laboratory for students in the teacher preparation program.

Computer Center

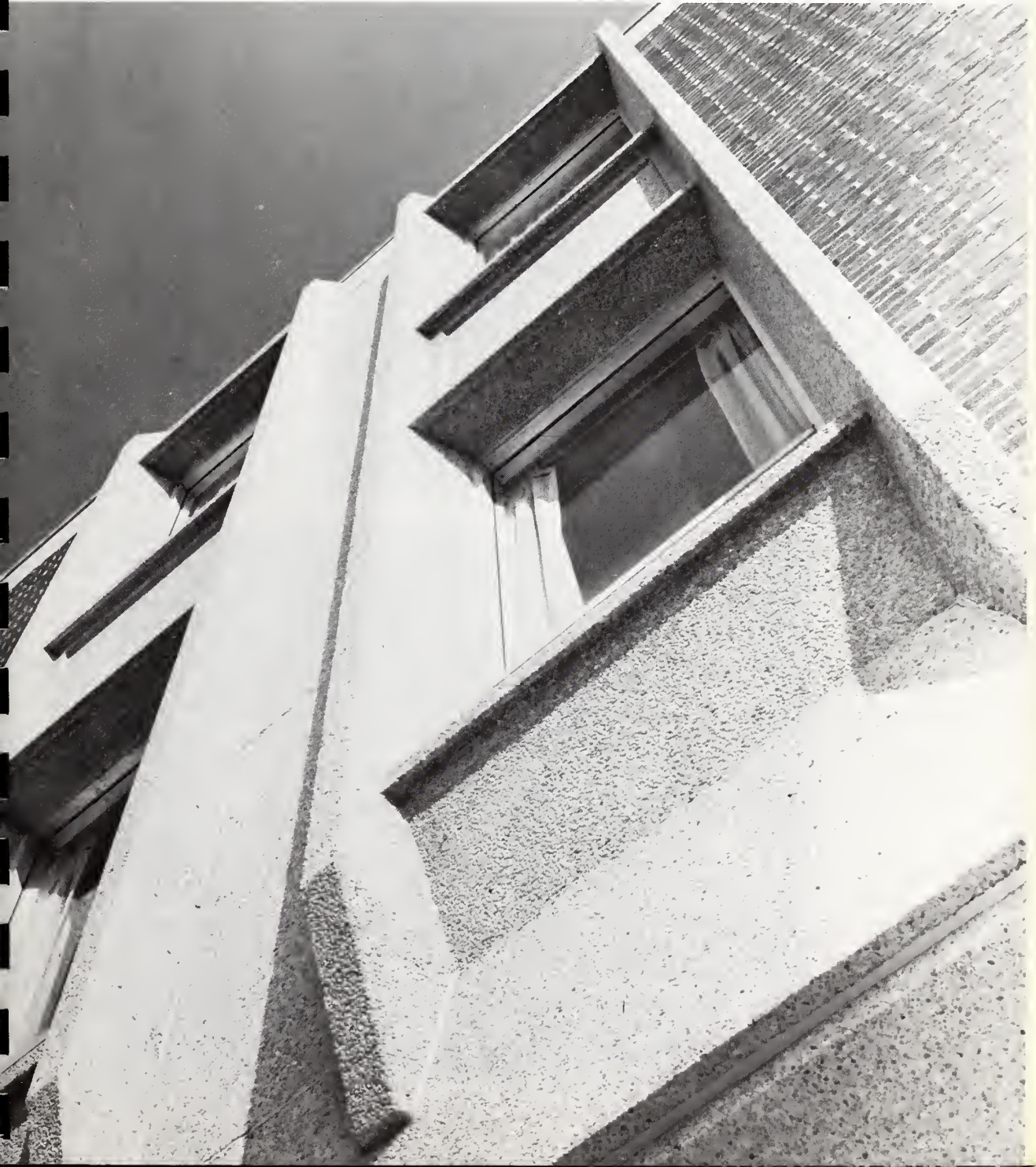
Appalachian's Computer Center, which houses IBM 1130 and UNIVAC 9400 computing systems, serves the region by storing and analyzing data on important community programs. It makes possible, for example, far reaching public health programs, and it streamlines administrative chores of public school systems in the region.

As a facility for campus, the center is a supportive agency for administrative functions such as registration and information storage. It serves as a laboratory for instruction in computer science and data processing. Parts of the center remain open 24 hours per day, seven days per week, for use by the students.





Admissions, Expenses, Financial Aid





Admissions

Appalachian seeks to admit students who are capable of mature, college level work. As a state-supported institution, the university recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations, however, place some restriction on the number of students who can be admitted to the university. For this reason, students are requested to apply as early as possible. Freshmen are particularly urged to apply early since all unmarried freshmen, except *bona fide* residents of Boone and vicinity, are required to live in residence halls. As space in these halls is limited, this is a factor which must be considered in admitting freshmen.

Appalachian admits students at the beginning of the fall, winter, spring, and summer quarters and at the beginning of each of the two terms of the summer session. Any person who wishes to enter the university as either a freshman, transfer, or special student should write to the Director of Admissions, Appalachian State University, Boone, North Carolina 28607, for full information and application forms.

Freshman Students

Applicants will be considered for admission to the freshman class upon meeting the requirements specified below. Those students who have demonstrated the greatest probability of

success will be given priority in the selection of the freshman class. (Please consult a secondary school guidance counselor concerning acceptance dates.) Requirements are as follows:

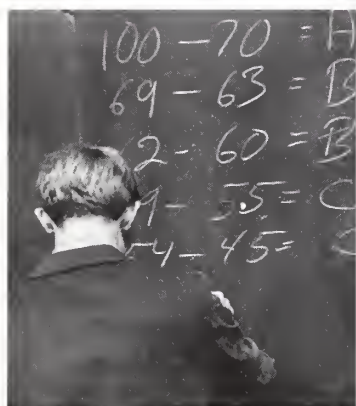
1. Graduation from an accredited high school and rank in the upper 75 percent of their graduating class. If the applicant is not a high school graduate, a high school equivalency certificate is required.
2. Satisfactory recommendation by the high school principal and/or guidance counselor.
3. Presentation of at least two units of high school mathematics (2 units of algebra or 1 unit each of algebra and geometry).
4. Satisfactory scores on the College Entrance Examination Board Scholastic Aptitude Test.

This test is required of every applicant for freshman admission and is given in November, December, January, March, May, and July. End-of-junior year (in high school) scores are used to determine eligibility for freshman admission when reported with early applications. It is recommended that the test be taken at the end of the junior year of high school and repeated early in the senior year of high school.

A student wishing to take this test should procure an application form from his secondary school or should write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey for the *Bulletin of Information* which includes an application form and is available without charge. The bulletin lists test centers and gives complete information concerning tests.

The student must make his own arrangements well in advance of a selected testing date so that his application is received in Princeton before the deadline for filing applications.

5. A satisfactory health record. The complete medical history of each applicant must be submitted on the medical



form supplied by the Admissions Office after approval has been given.

NOTE: Prospective students who have attended an accredited college but who have earned less than 45 quarter hours of credit must meet both freshman and transfer admission requirements. This means that in addition to following procedures for freshmen they must present a transcript showing an overall C average on all college course work. In addition, such applicants must be eligible to return to the institution last attended.

Transfer Students

1. Students seeking to transfer from other colleges or universities must furnish official transcripts of records from all institutions attended. These transcripts must show eligibility to return to the institution last attended and an overall 2.00 or C average on all course work. Courses satisfactorily completed in other accredited institutions are evaluated in terms of the curriculum selected at Appalachian.
2. Transfer applicants who are candidates for teacher certification must meet the same proficiency tests in reading, speech, and written English as required of regular students at Appalachian. This is taken either at orientation or shortly after registration.
3. Each transfer applicant must submit a satisfactory health record. (The complete medical history of each applicant must be submitted on the medical form supplied by the Admissions Office after approval has been given.)

Special Students

(Not Applicable to Freshman or Transfer Candidates)

1. Applicants who are mature and who may not meet admission requirements, but who have a satisfactory record of experience and education, may be admitted to courses which they may be able to pursue with profit.

2. Such applicants may be required to present evidence of having earned a college degree or evidence of the need for specific courses. Applicants who are regularly enrolled students at other institutions may be admitted as "visiting" students provided the appropriate official at their institution authorizes their attendance at Appalachian, approves the course work selected, indicates the individual is in good standing at that institution, and otherwise approves the transfer of credits taken at Appalachian back to that institution for degree purposes. At the end of one quarter's work, visiting students must transfer to Appalachian or withdraw from the university.
3. Special students who desire to become candidates for a degree from Appalachian must satisfy appropriate admission requirements.

Graduate Students

For admission and graduation requirements, see the Graduate School catalog.

Auditors

1. Students enrolled at the university or students admitted with satisfactory records of experience and education may enroll for specific courses as auditors.
2. Students who audit courses must register in the Registrar's Office, pay regular fees, be regular in attendance, but will not receive grades or credit.

Procedure

Students who wish to be considered for admission to the university as freshmen will obtain from the Office of the Director of Admissions an application packet, consisting of an application form, high school transcript, principal's recommendation form, and instructions for completing and submitting these forms.

All application forms are to be accompanied by an application fee of \$10.00 which is not refundable.

Applicants should request the Educational Testing Service to send results of the Scholastic Aptitude Test to the Director of Admissions.

Students who desire to transfer to Appalachian from another college or university will obtain from the Office of the Director of Admissions an application packet consisting of an application form, dean of students recommendation form, and instructions for completing and submitting these forms.

After all papers have been filed and evaluated, a statement of eligibility for admission or a statement of shortages to be removed before admission can be approved will be sent to the applicant.

Instruction for reserving residence hall space will be included in the letter of approval sent to each qualified applicant. Room assignments are made by the Office of Housing Operations.

Advanced Placement Program

Appalachian participates in the Advanced Placement Program of the College Entrance Examination Board. Freshmen who have demonstrated their achievement on specific College Entrance Examination Board Advanced Placement Tests may have the results submitted to the university for consideration with regard to placement in advanced courses and for college credit. Freshman applicants are encouraged to take these tests. Freshmen may also qualify for advanced placement and credit by being invited (selection is made by the Director of Admissions) to take departmental tests in their areas of extensive specialization during freshman orientation. Based upon these test results, the amount and nature of the credit granted is determined by the Committee on Academic Policies and Procedures and the pertinent department of instruction.

Readmission

Students who have withdrawn in good standing from the university or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to the dean of the college in which they are to be en-



rolled. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, good citizenship record, credits earned at another institution, and time elapsed since leaving Appalachian.

Information for Veterans

The university is approved for providing training under Public Law 358, G.I. Bill effective June, 1966; Public Law 634, the children of deceased or disabled veterans; and Public Law 894, for disabled veterans. APPROVAL FROM THE VETERANS ADMINISTRATION SHOULD BE RECEIVED BY THE STUDENT BEFORE ENTERING SCHOOL.

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina, for information and necessary forms.

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals, and other university fees. For information regarding eligibility and application forms students should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

Foreign Student Admission

A student wishing to apply for undergraduate admission as a foreign student should first make arrangements through the American Consulate in his own country to take the Test of English as a Foreign Language (TOEFL Test). No student can be approved (even if he meets other requirements) until a satisfactory score is received.

Funds for financial assistance to foreign students are not available. Therefore, arrangements for all expenses should be made before a student leaves his own country. All foreign students must have health insurance before they can be admitted.

Expenses

Fees are charged by the quarter and are due and payable in advance at the beginning of each quarter in accordance with payment instructions issued prior to each quarter.

The fees payable each quarter for undergraduates during the 1973-74 academic year, as anticipated at the time of publication of this catalog, are listed below. With the approval of its governing bodies, the university reserves the right to make changes in these fees when circumstances require.

Quarterly Tuition and Fees for Undergraduates

	In-state		Out-of-state	
Living off campus*	\$161.91		\$690.25	
Living on campus+	Men	Women	Men	Women
	\$454.91	\$429.91	\$983.25	\$958.25

*Includes tuition and fees applied to student welfare and activities, textbook rental, registration, and other incidental fees.

+Includes charges described in (*) above and room, minimum board, and minimum laundry and dry cleaning fees. *This charge is increased by \$10.00 for occupants of dormitories with telephones in rooms.*

For expenses of graduate students, see the Graduate School catalog.

The application for admission must be accompanied by an application fee of \$10.00 which is not deductible or refundable.

An advance deposit of \$100.00 to be applied against the student's tuition and fees must be remitted by each applicant for admission within three weeks of the mailing by the university of the notice of acceptance. Failure to remit within this prescribed period will constitute withdrawal of application. If the applicant, after remitting the deposit, decides not to attend the institution and gives notice of this decision by May 1 in the case of application for the fall term or at least one month prior to the term in the case of application for the winter or spring term, the deposit shall be refunded.

An advance deposit of \$50.00 must be made by each student enrolled for the regular academic year who intends to return

for the succeeding academic year. The fee shall be paid during the spring term of the academic year preceding the academic year for which the deposit is being paid. The deposit shall be applied against the student's tuition and fees in the event he returns. If the student decides not to return to the university and gives notice of his decision within 30 days after the last day of the spring term, or if the university determines that he is not eligible to return, the deposit shall be refunded.

A room reservation deposit of \$100.00 for students entering Appalachian for the first time or \$50.00 for a student already enrolled must accompany the application for a room reservation. The room reservation deposit is deductible from the room rent charge at the opening of the first quarter of residence. Room reservation deposits from new students for the fall quarter are refundable upon notification on or prior to May 10 and from returning students on or prior to June 15. Requests for refunds should be made to the Director of Housing Operations.

Foreign Students

Foreign students are considered out-of-state students and must pay tuition and fees based upon out-of-state rates.

Part-Time Students

Students who register for 1 to 7 hours pay the following charges per quarter hour:

In-state	\$10.00
Out-of-state	\$15.00

Students who register for more than 7 hours pay full charges.

Out-of-State Students

The following are the criteria used in determining residence status for payment of tuition.

1. *General:* The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-

state tuition, a legal resident must have maintained his domicile in North Carolina for at least the 12 months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this state. Student status in an institution of higher education in this state shall not constitute eligibility for residence to qualify said student for in-state tuition.

2. *Minors:* A minor is any person who has not reached the age of 18 years. The legal residence of a person under 18 years of age at the time of his first enrollment in an institution of higher education in this state is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least 12 months.
3. *Adults:* An adult is any person who has reached the age of 18 years. Persons, 18 or more years of age at the time of first enrollment in an institution of higher education, are responsible for establishing their own domicile. Persons reaching the age of 18, whose parents are and have been domiciled in North Carolina for at least the preceding 12 months, retain North Carolina residence for tuition payment purposes until domicile in North Carolina is abandoned. If North Carolina residence is abandoned by an adult, maintenance of North Carolina domicile for 12 months as a nonstudent is required to regain in-state status for tuition payment purposes.
4. *Married Students:* The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a

nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least 12 months as a nonstudent.

5. *Military Personnel:* No person shall lose his in-state resident status by serving in the Armed Forces outside of the State of North Carolina. A member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the 12 months next preceding his or their enrollment or re-enrollment in an institution of higher education in this state.
6. *Aliens:* Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
7. *Property and Taxes:* Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.
8. *Change of Status:* The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina except:
 - (a) in the case of a nonresident student at the time of first enrollment who has subsequently maintained domicile as a nonstudent for at least 12 consecutive months and
 - (b) in the case of a resident who abandons his legal residence in North Carolina.

In either case, the appropriate tuition rate will become effective at the beginning of the first subsequent term enrolled.

9. *Responsibility of Students:* Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Admissions Officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately inform-

ing the Registrar of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Student Welfare and Activities

Student fees support such services and activities as health care, student government, concerts and lectures, class dues, popular programs, forensics, dramatics, intramurals, student publications, attendance at all athletic events on campus, and transcript fees.

Rental of Textbooks

Student fees include textbook rental entitling a student to receive textbooks used in each course for which he registers. Notebooks, workbooks, manuals, paperbacks, and the like are not included. These and other supplementary materials will be purchased by the student. At the end of each quarter textbooks that are not needed further are returned. A student who desires to own his textbooks may purchase them by paying the difference between the rental fee and the purchase price.

Other Fees

Change of room	\$ 2.00
Late payment of tuition and fees	10.00
Late orientation test	2.00
Music per quarter	
Each thirty-minute individual lesson a week ...	15.00
One class lesson a week	9.00
Practice rooms for voice, piano, or organ	
First quarter hour	5.00
Each additional quarter hour	2.50
Practice rooms for strings, wind, or percussion	
First quarter hour	2.50
Each additional quarter hour	1.25
Physical education activity per quarter	
Bowling	8.00
Skiing	50.00
Student teaching and internships per quarter hour credit	2.00



National Teacher Examinations and Miller Analogies Test

N.T.E.—Common and one teaching area	15.00
N.T.E.—Common only	10.00
N.T.E.—One teaching area	9.00
Late registration fee for N.T.E.	3.00
M.A.T. (individual administration)	7.50
M.A.T. (group administration)	5.00

Graduate Record Examinations

Aptitude Test only	8.00
Advanced Test only	9.00
Aptitude Test and one Advanced Test	15.00

Special Note

Before taking final examinations at the close of each quarter, a student is expected to settle all accounts. A student may not register for a new quarter until all charges have been paid or arranged for and until all textbooks are returned to the University Bookstore. A student cannot receive a degree, certificate, or transcript of credits until all accounts, except current, and loans have been paid.

Refund of Tuition and Fees

If a student formally withdraws from the university, refund will be made in accordance with the following schedule:

Before close of the registration period:

60 percent of tuition, fees, and room rent.

Within two weeks after close of registration period:

40 percent of tuition, fees, and room rent.

Within four weeks after close of registration period:

20 percent of tuition, fees, and room rent.

Withdrawal at any time will entitle the student to refund of the proportionate part of the amount paid for meals, if applicable.

Refund calculation will be based upon the date of official withdrawal from the university.

A student who has prepaid tuition and fees but who does not complete registration for classes will be due a full refund if he has been determined to be academically ineligible to complete registration. If he has not completed registration for other reasons, he will be due a full refund less any advance deposits he may have made toward tuition, fees, and housing.

Students who are suspended for disciplinary reasons or who do not formally withdraw are not eligible for a refund.

Student Financial Aid

More than half of Appalachian's students receive financial aid. This includes federal work-study programs, various loan programs, and several types of scholarships. Resources available to students through the Office of Student Financial Aid are limited, but financial assistance is within reach of almost every student who can show average academic achievement and definite financial need.

If you realize that you will be unable to meet university expenses without assistance, determine the approximate amount needed per quarter and take initiative yourself in seeking information from your high school guidance counselor or from the Director of Student Financial Aid. You will be directed to file application for at least one of the principal types of financial aid indicated below.

Aid applications for the following academic year must be submitted by April 15. You should have your parents submit a Parent's Confidential Statement if you plan to apply for a National Defense Loan, Work-Study, or an Education Opportunity Grant. Forms are available at your high school. It should be submitted to the College Scholarship Service, Box 176, Princeton, New Jersey.

Information to Veterans

The university is approved for providing training under provisions of Chapter 34, Title 38, U.S. Code, G. I. Bill effective June, 1966; Chapter 35, Title 38, U.S. Code, the children

of deceased or disabled veterans; and Public Law 894, for disabled veterans.

Students enrolling under provisions of Chapter 34 and 35 will pay fees at the time of registration but receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran should make his arrangements early.

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina for information and necessary forms. *Approval from the Veterans Administration regarding eligibility should be received by the student before entering school. The approval form (certificate of eligibility) should be submitted to the Financial Aid Office for completion after the veteran enrolls.*

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals, and other university fees. For information regarding eligibility and application forms, students should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

Student Employment Programs

Student employment programs are maintained to help you pay university expenses while attending classes full time. Students participating in the programs are employed in administrative offices, in colleges and academic departments, and in service facilities such as the bookstore, the library, and the food services.

The student employment programs consist of the University Self-Help Program and the University Work-Study Program (Title I, EOA). A student returning to school for the summer session only is not eligible to work under this program.

In addition, a Student Employment Service has been established as a branch of Appalachian's Office of Student Development. Located in Workman Hall, it lists off-campus work opportunities and some on-campus placements.

Generally, you may work up to 15 hours per week in university-operated work programs. Your schedule will be arranged



by you and your work supervisor with the understanding that class schedules have first priority.

Student Loan Programs

Detailed information may be obtained from your high school counselor or from the Director of Student Financial Aid. Available loan programs are as follows:

The College Foundation, Inc.

The National Defense Student Loan Program

The N.C. Scholarship Loan Fund for Prospective Teachers

Scholarship Loan Fund for Prospective Teachers of the Mentally Retarded

Guaranteed Loan Program (for out-of-state students)

University Student Loan Fund

Appalachian has been given funds over the years to use as educational loans for students. When you borrow money from any of the funds listed below, you sign a promissory note and make arrangements for repayment satisfactory to the Office of Financial Services. The loan funds include:

The Nora E. Edmondson
Fund

The Mark Davis Fund

The Frances L. Goodrich
Fund

The W. J. Waters Graduate
Fund

The B. H. Harmon Fund

The Tau Beta Emergency
Fund

The Library Science Fund
(by Eunice Query and Ma-
bel Brister)

The Dr. W. Amos Abrams
Fund

Grants in Aid and Special Talent Awards

In recognition of students with special talents, the university provides grants in fields of activity such as dramatics, art, forensics, industrial arts, music, and athletics. If you feel that you might qualify for one of these awards, write to the appro-

priate department chairman for information. Athletes should write to the coach of a specific sport.

Educational Opportunity Grants

This program is part of the Higher Education Act of 1965, with the purpose being to assist in making available the benefits of higher education to qualified high school graduates of exceptional financial need. Students who qualify may be eligible for a grant of up to \$1,000 per year for a period of four academic years. The recipient must maintain satisfactory progress in his course of study and be a full-time student during the academic year.

Scholarships

The J. D. Rankin Memorial Scholarship

Army ROTC Scholarships

(apply through Department of Military Science)

Alpha Gamma Chapter of Delta Kappa Gamma Scholarship
(Watauga and Avery County students only)

James G. K. McClure Scholarships

(students from designated western North Carolina counties only)

*Legislative Scholarships

*Endowment Scholarships

*Living Endowment Fund for Scholarships

Vocational Rehabilitation Scholarships

(apply through N.C. Department of Vocational Rehabilitation)

John Hilary Workman Memorial Scholarships

(apply through Department of Geography and Geology)

Kenneth B. Linney Memorial Scholarship

(voice majors only)

Presser Foundation Scholarship

(music majors only)

Watauga Savings and Loan Scholarships
(Watauga High School graduates only)

The G. P. Eggers Scholarship
(English majors only)

The Dr. J. B. Hagaman, Jr. Memorial Scholarship
(students in science only)

The Broyhill Industrial Arts Scholarship Loan Program
(industrial arts majors only)

The Clara Sullivan Crawford Memorial Scholarship Fund

The Graduate Alumni Scholarship
(apply through ASU Graduate School)

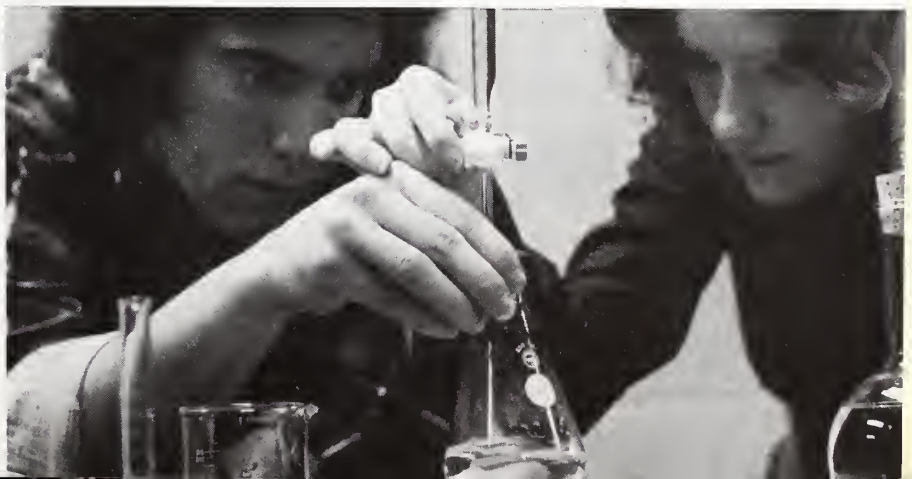
The Capt. E. F. Lovill Fund
(apply through ASU Graduate School)

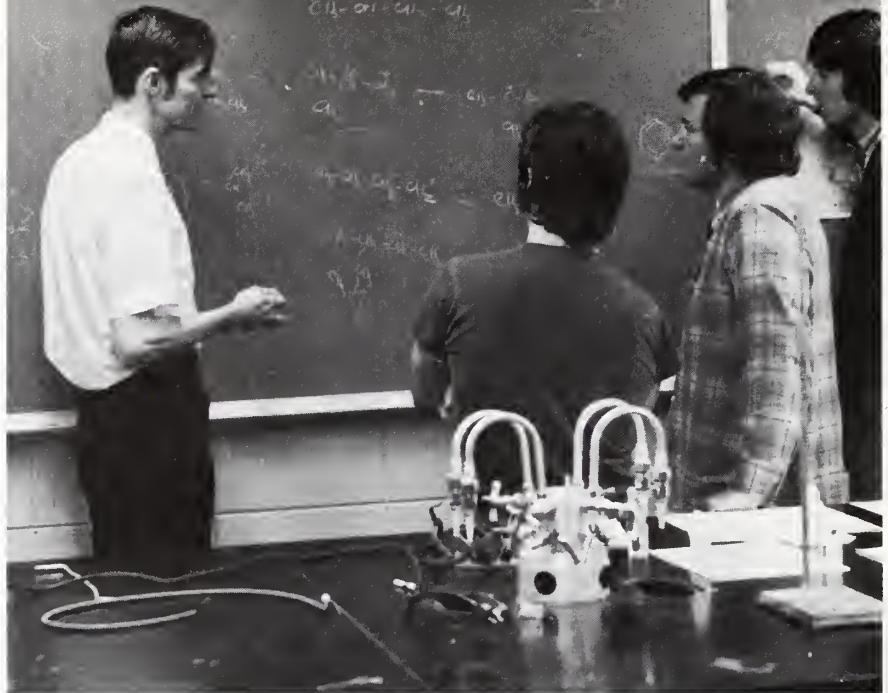
*Any student applying for an academic scholarship from the university will be automatically considered for these programs.





The Instructional Program





The instructional program at Appalachian State University is diversified, attempting to meet the needs of many classes of students. In addition to the course offerings listed under each instructional department, students may elect to do independent study under the direction of selected faculty members, to participate in an internship, or to participate in the university honors program. Detailed information on each of these options is given in appropriate sections of this catalog.

A new catalog is issued annually, and, while course offerings are fairly continuous from year to year, the faculty reserves the right to make changes in both curricula and regulations. The information in any given catalog is, therefore, wholly valid only for the year of its issue, and is superseded by subsequent issues. Any interested person should consult the most recent issue of the university catalog for current information about the instructional program.

Any changes in either curricula or regulations do not, however, affect a student already enrolled in a degree program. Regardless of subsequent changes, any student may, and normally does, elect to graduate in accordance with the academic regulations in force during the time of his first registration at Appalachian, provided that he graduates within six years of his date of entry. Any student may, of course, elect to graduate under any catalog issued after his entry into the

university and prior to his graduation provided he was enrolled in the university during the time when the catalog was in effect. If a student elects to graduate under a new catalog, he must meet all requirements of the catalog under which he wishes to graduate. Students who do not declare a major at the time of their entrance may graduate under the requirements of the catalog in force at the time of their entrance, regardless of subsequent changes, if they finish within six years of their first enrollment. In order to change the catalog under which he intends to graduate, the student notifies the office of the dean of the college in which the student is enrolled.

The Board of Governors of the University of North Carolina is the governing body of Appalachian State University. The powers of the Chancellor and the faculty are delegated by the board.

Registration at Appalachian indicates the student's willingness to accept both published academic regulations and rules found in official announcements of the university. In the interest of all its students, Appalachian reserves the right to decline admission, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the university.

Degrees and Academic Subject Areas

A student at Appalachian State University may receive professional instruction in a number of academic areas. In the lists which follow, the degrees and subjects which may be pursued are indicated. The undergraduate academic subject areas listed are those in which a concentration, minor, or major is available.

Further information regarding the degrees or subject areas listed will be found in the appropriate sections of this catalog or the Graduate School bulletin.

Degrees and Certificates

B.A.—Bachelor of Arts

B.M.—Bachelor of Music

B.S.—Bachelor of Science

B.S.B.A.—Bachelor of Science in Business Administration

B.T.—Bachelor of Technology

M.A.—Master of Arts

M.S.—Master of Science

Ed.S.—Specialist in Education

Spec.Sc.—Specialist in Science

Certificate of Advanced Study

Academic Subject Areas

In the list which follows the symbols M and m denote that a major or minor, respectively, is available in the subject and degree indicated. The symbol S indicates that course work leading to a specialist's degree beyond the master's degree is available. Symbols in parentheses following M.A. give the types of programs offered: A—academic, JC—junior college program, SS—secondary school program, ES—elementary school program. When only a minor is available at the master's level, it is so indicated by the symbol m following the listing of the master's degree.

Accounting: B.A. (m); B.S.B.A. (M).

Adult Education: S.; see Department of Administration, Supervision and Higher Education.

Anthropology: B.A. (m); see also Social Science in this listing.

Art: B.A. (M, m); B.S. (M); M.A. (concentration and minor for elementary school teachers); concentration available for the undergraduate elementary school education program.

Athletic Coaching: see Department of Health, Physical Education and Recreation.

Athletic Training: minor and concentration within existing majors are available; see Department of Health, Physical Education and Recreation.

Audiovisual Media: M.A.; see Department of Educational Media.

Biology: B.A. (M, m); B.S. (M); M.A. (JC, SS); M.S. (A); Spec.Sc.; see also Science in this listing.

Business Administration: B.A. (m).

Business—Individually Designed Program: B.S.B.A. (M); see Department of Business Administration.

Chemistry: B.A. (M, m); B.S. (M); M.A. (JC); M.S. (A); see also Science in this listing.

Clothing and Textile Merchandising: B.S. (M); see Department of Home Economics.

Computer Science: B.A. (m); see Department of Mathematical Sciences.

Counseling: M.A.; S.; see Department of Counselor Education and Reading.

Developmental Studies: S.; see Department of Administration, Supervision and Higher Education.

Driver Education: B.A. (m); see Department of Health, Physical Education and Recreation.

Earth Science: see Science in this listing.

Economics: B.A. (M, m); B.S.B.A. (M); see also Social Science in this listing.

Economics and Business: B.S. (M); M.A. (JC, SS); see Department of Business, Economic and Occupational Education.

Educational Leadership: Ed.S.; see Department of Administration, Supervision and Higher Education.

Educational Media: S.; see also Department of Administration, Supervision and Higher Education.

Elementary School Education: B.S. (M); M.A.; Ed.S.; see Department of Childhood Education.

English: B.A. (M, m); B.S. (M); M.A. (A, JC, SS); concentration available for the undergraduate elementary school education program.

Finance and Banking: B.S.B.A. (M); see Department of Business Administration.

Foods and Equipment: B.S. (M); see Department of Home Economics.

French: B.A. (M, m); B.S. (M); M.A. (JC, SS); see Department of Foreign Languages; concentration available for the undergraduate elementary school education program.

General Business: B.S.B.A. (M); see Department of Business Administration.

General Studies: B.A.; for a description of this program see p. 102.

Geography: B.A. (M, m); M.A. (A, JC); see also Social Science in this listing.

Geology: B.A. (M, m).

Health and Physical Education: B.A. (m); B.S. (M); M.A. (ES, JC, SS).

Health Education: B.S. (M, m); see Department of Health, Physical Education and Recreation.

Higher Education: Ed.S.; see Department of Administration, Supervision and Higher Education.

History: B.A. (M, m); B.S. (M); M.A. (A, JC, SS).

Home Economics: B.A. (m).

Home Economics Education: B.S. (M).

Home Economics in Business: B.S. (M).

Industrial Arts: B.A. (m); B.S. (M); M.A. (JC, SS).

Institutional Administration: B.S. (M); see also Department of Home Economics.

Insurance and Real Estate: B.S.B.A. (M); see Department of Business Administration.

Irenology (Peace Studies): B.A. (m); for a description of this program see p. 106.

Junior College Education: M.A. (m).

Latin American Studies: B.A. (m); see Department of History.

Library Science: B.A. (m); B.S. (M); M.A. (JC, ES, SS); see Department of Educational Media.

Marketing: B.S.B.A. (M); see Department of Business Administration.

Mathematics: B.A. (M, m); B.S. (M); M.A. (A, JC, SS); concentration available for the undergraduate elementary school education program.

Military Science: B.A. (m).

Music: B.A. (M, m).

Music Education: B.M. (M—instrumental or general; leading to teacher certification); see Department of Music; concentration available for the undergraduate elementary school education program.

Music Performance *: B.M. (M—piano, organ, voice, band or orchestra instrument); see Department of Music.

Music—Piano Pedagogy: B.M. (M); see Department of Music.

Music Teaching and Supervision: M.A. (ES through SS, JC); see Department of Music.

Office Administration: B.A. (m); see Department of Business, Economic and Occupational Education.

Philosophy and Religion: B.A. (M, m); M.A. (m).

Physics: B.A. (M, m); B.S. (M); M.A. (m); also see Science in this listing.

Planning: B.A. (m); see Department of Geography and Geology.

Political Science: B.A. (M, m); M.A. (A, JC, SS); see also Social Science in this listing.

* Students who expect to direct their performances towards sacred rather than secular pursuits (i.e., minister of music, choir director, service organist, etc.) will find the necessary courses in church music available.

Psychology: B.A. (M, m); M.A. (A—general-theoretical or clinical).

Public School Administration: M.A.; S.; see Department of Administration, Supervision and Higher Education.

Reading Specialization: M.A. (ES, SS); see Department of Counselor Education and Reading.

Science: B.S. (M with concentration in biology, chemistry, earth science, or physics); see College of Education; concentration available for the undergraduate elementary school education program.

Secondary School Education: M.A. (m).

Social Science: B.S. (M—general or with concentrations in economics, geography, political science, or sociology and anthropology); M.A. (JC, SS—general or with concentrations in economics, geography, political science, or sociology and anthropology); see College of Education.

Social Studies: concentration available for the undergraduate elementary school education program.

Sociology: B.A. (m); M.A. (m); for information on graduate programs available see Department of Sociology and Anthropology.

Sociology and Anthropology: B.A. (M—with concentration in either sociology or anthropology); see Social Science in this listing; for information on graduate programs available see Department of Sociology and Anthropology.

Spanish: B.A. (M, m); B.S. (M); M.A. (JC, SS); see Department of Foreign Languages; concentration available for the undergraduate elementary school education program.

Speech: B.A. (M, m—concentration in general speech, speech pathology, or theater); B.S. (M—certification as speech teacher or in speech correction).

Speech Pathology: M.A.; see Department of Speech.

Special Education (mental retardation): B.S. (M); M.A.; see Department of Childhood Education.

Supervision (general and student teaching): M.A.; S.; see Department of Administration, Supervision and Higher Education and Department of Secondary Education.

Technical Education: B.T. (concentration in industrial arts); see College of Education.

Two-Year College Administration: M.A.; see Department of Administration, Supervision and Higher Education.

Vocational Education: B.T. (concentration in business); see College of Education.

Academic Policies and Regulations

Degree Requirements

Students should refer to the requirements of their respective colleges for information about their courses of study and confer with their advisors whenever problems arise.

Students should pursue required courses in the suggested sequence. Failure to do so may lead to scheduling difficulties and the student may find that the subject for which he wishes to enroll is either not available or closed to students with advanced standing.

Courses of Instruction

Students should refer to the various departments of the respective colleges for lists and descriptions of courses of instruction. For a description of the notation used in the listing of courses, see pages 114, 184, 240, and 241.

Standards of Scholarship

In all work done for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.

Credits

Appalachian operates on the quarter system with the year divided into four quarters—fall, winter, spring, and summer.

The unit of credit is the quarter hour, and the number of quarter hours credit for each course offered by the university is given in the sections of this catalog where courses of instruction are listed.

Registration

Students are expected to register at the time specified by the Registrar's Office. Registration schedules are announced, and registration materials are available in the Registrar's Office. A fee is charged for late registration.

Grades and Grade Points

At the end of each quarter grades are given in each course by letters which indicate the quality of work done by the student.

A—Excellent, 4 grade points per quarter hour

B—Above Average, 3 grade points per quarter hour

C—Average, 2 grade points per quarter hour

D—Below Average but Passing, 1 grade point per quarter hour

F—Failure, 0 grade points

P—Pass, 0 grade points (used only for courses taken on Pass-Fail basis)

F*—Failure, 0 grade points (asterisk indicates only that the course was taken on the Pass-Fail basis; this grade is equivalent to the F above)

I—Incomplete, because of sickness or some other unavoidable cause. An I becomes an F if not removed within the time designated by the instructor, not to exceed a year.

W—Withdrawal, either from a course or from the university.

WF—Withdrew Failing, course dropped with failing grades more than two weeks after registration closes.

Y—Auditing

S—Satisfactory, 0 grade points (used for student teaching, screening proficiencies, and specially designated courses in the curriculum)

U—Unsatisfactory, 0 grade points (used to indicate unsatisfactory performance in student teaching, screening proficiencies, and specially designated courses in the curriculum)

All official drops and withdrawals are recorded on change cards, which, when completed and approved, must be filed in the Registrar's Office.

Pass-Fail Grading System

Any full-time undergraduate student with a grade-point average of at least 1.75 or any new entering student may elect to take one course each quarter under the Pass-Fail grading system. No more than two courses designated by name or area by major departments for satisfying the major and no more than two courses required in a minor may be taken under this system. *Not exceeding the limitations on the number of courses which may be taken under the Pass-Fail grading system in the major and minor is the responsibility of the student.* If a course taken under the A-B-C-D-F grading system is repeated, it must be taken under the A-B-C-D-F system when repeated.

Once the Pass-Fail system is elected for a given course, a change back to the A-B-C-D-F system may not be made.

A grade of P indicates a grade of D or above on the A-B-C-D-F system. The hours earned will count toward graduation, but no grade is computed in determining the grade-point average (GPA).

A grade of F indicates failure; no credit is earned and the grade of F is computed in determining the GPA.

Grade-Point Average

The GPA is a general measure of the quality of a student's work. Unless a course is repeated, the GPA is determined by dividing the total number of grade points earned by the total number of quarter hours attempted.

If a student takes a course and makes a D or F, he may elect to repeat the course for credit in order to improve his record. The course may not be repeated for credit, however, if it is prerequisite to a course already taken and passed, if the content of the course has changed substantially, or if the number of quarter hours credit for the course has been reduced. In order to determine whether a course is a prerequisite to a particular course, consult the appropriate departmental listing of courses in this catalog. Determination of substantial change in the content of a course is made by the chairman of the department in which the course is offered.

DECLARATIVE CLASS LIST

Interested students should consult the Registrar's Office for information regarding the Pass-Fail grading system. When you receive the request and information, please return it to the Registrar's Office immediately.

COURSE NAME		DEPT. NO.	CR.
MS 11		5021	
STUDENT NUMBER	GRADE	QTR. HRS.	TERM
2142128	A	02270	
3045406	B	02270	
3216378	A	02270	
3247700	A	02270	
4024600	C	02270	
4393400	B	02270	
7125803	B	02270	
8015950	C	02270	
8979325	B	02270	

Interested students should consult the Registrar's Office for information regarding the Pass-Fail grading system. When you receive the request and information, please return it to the Registrar's Office immediately.

COURSE NAME		DEPT. NO.	CR.
MS 11		5021	
STUDENT NUMBER	GRADE	QTR. HRS.	TERM
1697634	B	02270	
2984738	B	02270	
4346300	A	02270	
4695862	B	02270	

Interested students should consult the Registrar's Office for information regarding the Pass-Fail grading system. When you receive the request and information, please return it to the Registrar's Office immediately.

COURSE NAME		DEPT. NO.	CR.
MS 11		5021	
STUDENT NUMBER	GRADE	QTR. HRS.	TERM
2105053	B	02270	

When a course is repeated for credit, only the grade points and the quarter hours earned the last time the course is taken will be used in computing the GPA. The student's record, though, will show all courses taken.

Prior to the spring quarter of the 1969-70 academic year, grade-point averages were computed in a different way. Students who were in school prior to that quarter have the choice of remaining under the regulations in effect at that time or of choosing to have their grade-point averages computed as outlined in the previous paragraph. Those who choose to have their grade-point averages computed as outlined in the previous paragraph may not elect to go back to the other method for grade-point computation. Associated with this change in the method of grade-point computation were certain changes in retention requirements. The student who elects to change the method of grade-point computation must also accept the associated retention standards. Only work taken at Appalachian is used in computing grade-point averages.

Academic Load

A student normally takes from 15 to 17 hours a quarter. In special situations, a student may take more than 17 hours a quarter. To do this a student must have prior approval of the dean of the college in which he is enrolled. Registration for less than 12 hours places the student on part-time status.

Residence

A student must complete at least 45 quarter hours at Appalachian, including 12 hours in his major and 6 hours in his minor, and make at least a 2.00 average overall and in the major or area of specialization on work taken at Appalachian. The senior year (three quarters) must be spent in residence at the university.

Requirements for a bachelor's degree must be completed within 16 quarters of residence or the equivalent.

Credit Limitations

1. A maximum of 30 quarter hours of extension and/or correspondence work from recognized institutions may

be credited toward meeting the requirements for graduation. Correspondence courses are not offered by the university. Before registering at another accredited institution for a correspondence course to be transferred to Appalachian, a student must have the written permission of the dean of his college and the chairman of the department in which the course is listed. In order to obtain this permission, the student must first secure the proper form from the Registrar's Office to be signed by the dean involved. The combined load of residence courses and correspondence courses may not exceed the maximum load allowed.

2. Except for physical education majors, not more than 9 hours in physical education activity courses may be included within the required 183 hours.
3. A candidate for the Bachelor of Arts degree (with the exception of the Bachelor of Arts degree in general studies) may count not more than a total of 60 hours above general education requirements in any one department.
4. Validation of credits earned more than 10 years prior to the date of graduation may be required if and when they are submitted to fulfill degree requirements.
5. No student may be a candidate for more than one bachelor's degree at a time. However, a graduate who holds one bachelor's degree may earn a second bachelor's degree by taking additional work of at least 45 quarter hours and by completing all requirements for the degree.
6. All baccalaureate degrees granted by Appalachian require the completion of a minimum of 90 quarter hours at a senior college or university. (The 8 quarter hours credit in military science awarded to those who have satisfactorily completed at least four months of military service is not applicable toward meeting this requirement.)
7. A student who has registered at Appalachian may take work at another accredited institution to be transferred to Appalachian. Before registering for such a course, the student must have the written permission of the dean of

his college. In order to obtain this permission the student must first secure the proper form from the Registrar's Office to be signed by his dean.

8. Provided he is otherwise qualified for admission to graduate study, a senior at Appalachian State University who is within 12 quarter hours of graduation besides student teaching may apply to the Dean of the Graduate School for permission to carry up to 12 quarter hours of graduate course work while completing the baccalaureate degree. Such a student may not register for more than 15 quarter hours for a regular quarter nor 9 quarter hours for a five-week summer term. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, be applied toward a master's degree.

A senior who wishes to enroll in a graduate course as an elective for undergraduate credit requirements for a major for the baccalaureate degree may apply to the chairman of his department and the Dean of the Graduate School to do so. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

Class Attendance

A student is expected to attend every meeting of his classes. If he must be absent, he should offer an explanation to the instructor. The instructor may or may not excuse the absence according to his own judgment. However, students who are absent for reason of officially representing the university (debate or athletic trips, for example) will be excused. Medical excuses will not be written by the Medical Center.

Change of Course

A student may add courses or change sections until the close of registration. To add a course the student must complete the drop-add form after it has been determined that the course is open. This is accomplished at the Registrar's Office. The student is given the duplicate copy of the drop-add form.

This copy verifies his enrollment in the class and must be presented at the Registrar's Office in case he later wishes to drop the class.

To drop a course or to change sections, the student must complete a drop-add form. If the course and section being dropped are printed on his student schedule card, he must take it and the drop-add form to the Registrar's Office. If the course and section being dropped are not printed on his student schedule card, he must present the duplicate copy of his drop-add form showing his original registration for the course.

Any student may officially drop a course within two weeks after the close of registration without indicating passing or failing. No grade points or hours are counted for an official drop during this period.

Any course officially dropped more than two weeks after registration closes for the quarter is assigned a grade of W or WF depending on whether the student was passing or failing, respectively. The student fills in the drop-add form and gets the instructor of the class to indicate WP or WF on the form. The instructor must also sign the form. The student must bring the form, his student schedule card (or duplicate copy of the drop-add form showing his original registration for the course) to the Registrar's Office to drop a course after the official drop period ends. If the grade is W, the hours are not counted and no entry is made on the permanent record. If the grade is WF, the hours are counted and the course is shown on the permanent record.

Courses dropped at any time without permission are recorded as F, and the hours are counted in computing the grade-point average. Within 30 days prior to the beginning of the examination period, a student may not drop a course passing. A student pays a fee of \$1.00 for each change not initiated by the university.

Withdrawal From the University

A student who wishes to withdraw from the university for any reason must make arrangements with the Dean of Students

prior to withdrawal. Permission to withdraw is required from the parents or guardians of unmarried students under 21.

Students who withdraw because of illness or extreme emergency will receive grades of W. Students who withdraw for reasons other than illness or extreme emergency will receive grades according to the policy outlined in the section titled "Change of Course."

Students who withdraw unofficially will receive grades of F.

Course Examinations

All scheduled examination periods will be met at the assigned time. A final examination period is provided during the final week of each quarter. After the schedule for examinations has been made, an instructor may not change the date or time of an examination without permission of the department chairman and dean. The instructor determines how he will utilize the assigned period, but all scheduled examination periods will be met at the assigned time. A student may take an examination outside of the scheduled time only by permission of the instructor of the course. Permission is granted only in the case of emergency.

A student who is absent from a final examination because of an emergency takes the make-up examination at the convenience of the instructor.

Grade Reports

Final quarter grades are reported to the Registrar's Office not later than 48 hours after the examination in the course is given but not later than noon of the day following the last day of the examination period. Each instructor posts the grades of his students. At the end of each quarter a report of the student's grades is sent to his parents or guardian.

Classification

At the end of each quarter students are classified on the basis of quarter hours. All students who are admitted as regular first-year students or who have completed less than 45 quarter hours are classified as freshmen.

Students who have completed at least 45 quarter hours are classified as sophomores.

Students who have completed at least 90 quarter hours are classified as juniors.

Students who have completed 135 quarter hours are classified as seniors.

Academic Suspension

To continue at Appalachian a student must have the following grade-point averages and the following hours passed at the beginning of the quarters indicated:

	<i>G.P.A.</i>	<i>Hours</i>
Quarter 2	.60	—
Quarter 3	.90	—
Quarters 4, 5, 6	1.50	35
Quarter 7	1.90	80
Quarter 8	2.00	90
(And following)		

Eligibility for continued enrollment or for readmission may be restored only by completion of sufficient work in the summer session at Appalachian.

The summer session will not count as a quarter in residence for the purpose of computing eligibility for continued enrollment or readmission.

Grade-point averages may not be raised by correspondence or credit from another school.

Students who entered Appalachian prior to the spring quarter, 1970, may choose to abide by academic retention regulations in effect at the time they entered. However, if they choose to do this, then they must also abide by the regulations concerning the repeat rule in force at that time which requires all grades to be counted in determining the student's grade-point average whenever a course is repeated. Once students transfer to the new regulations, they must continue under these regulations until completion of their program.

Requests for readmission following suspension for academic reasons should be sent to the dean of the college involved. Approval of requests is not automatic and will depend not

only on academic records but also on evidence of growth and maturity.

Independent Study

Independent study is the term applied to the study of a subject not listed in the regular curricular offerings. Under the independent study program a student designs a project and then individually pursues his study under the auspices of an instructional staff member who serves as a consultant for the student during the course of his study. The vehicles for this are course numbers 248, 348, 548, and 648 depending on the level of the student. For information on independent study, the student should consult the dean of his college or the chairman of the department in which the independent study is to be done.

Individual Study

Individual study is the pursuit of a regularly listed course by a student without his attending classes on a regular basis. The student who wishes to pursue a course by individual study will secure the permission of the chairman of the department in which the course is offered.

Credit by Examination

A student who wishes to take an examination for credit on a regularly listed course without registering for and taking the course will present his request to the chairman of the department in which the course is offered. A fee of \$20.00 is charged for such examinations and a receipt from the Cashier's Office must be shown to the department chairman before his final approval can be given. If the examination is passed, credit without grade will be noted on the student's transcript. If the examination is not passed, no notation is made on the transcript. In the case of freshmen who take advanced placement examinations during the freshman orientation period, the fee is waived.

Honors

To encourage scholarship the university officially recognizes students who distinguish themselves in scholarships. Honors

Day is observed in a convocation of students and faculty during the spring quarter with an address by a distinguished speaker. The printed program contains the names of all students qualifying for scholastic honors, and each honor student is awarded a certificate.

Alpha Chi, a national scholastic fraternity, is open to not more than the top ten percent of the junior and senior classes who have a grade-point average of not less than 3.25.



Deans' List

Any quarter a student who carries at least 12 hours of work on which quality points may be computed and who attains a grade-point average of 3.20 or better is placed on the Deans' List of honor students for that quarter.

Honor Teaching

A student who shows exceptional initiative, scholarship, and excellence in student teaching may be designated and recognized as an Honor Teacher. The honor will be entered on his official record.

Graduation With Honors

To be eligible for graduation with honors a student must complete a minimum of six quarters or 87 quarter hours in residence at Appalachian. A grade-point average of 3.25 is required for graduating *cum laude*; a grade-point average of 3.65 is required for graduating *magna cum laude*; and a grade-point average of 3.85 is required for graduating *summa cum laude*.

Graduation

Degrees are conferred at the close of the spring and summer quarters. Candidates for degrees and/or teaching certificates must file application for degrees and North Carolina certificates on blanks provided by the Registrar on registration day of the quarter in which graduating requirements will be completed. At the time of filing the application all requirements except current work should be completed.

All candidates for degrees at any commencement are expected to be present to receive their degrees in person unless arrangements to graduate *in absentia* have been made with the Registrar or the Dean of the Graduate School.

Transcripts

Transcripts should be requested from the Office of the Registrar. Included in the fees paid by a student at each registration period is an amount to cover the cost of transcripts for life. Each student will receive a transcript upon request free of charge. No more than three transcripts will be issued at any one time. Transcripts will not be issued if the student has an unsettled account with the university.

Enrollment, Fall Quarter, 1972

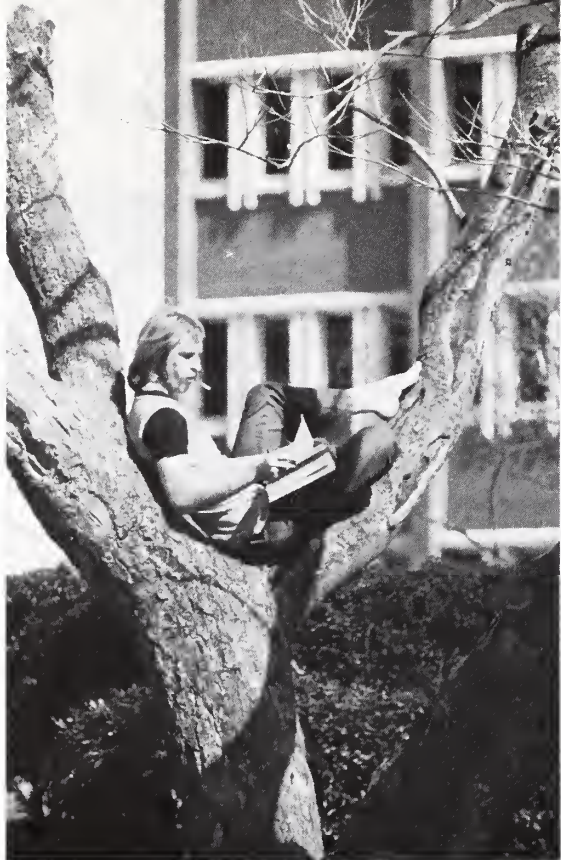
Freshmen	1,691
Sophomores	1,274
Juniors	1,810
Seniors	1,608
Special	101
Graduates	868
Extension	409
Total Number Enrolled	7,761

Degrees Conferred, 1972

	Spring 1972	Summer 1972
Bachelor of Arts	125	48
Bachelor of Music	26	2
Bachelor of Science	869	228
Bachelor of Science in Business		
Administration	156	43
Bachelor of Technology	21	3
Master of Arts	161	301
Specialist in Education	7	16
Total Number of Degrees		
Conferred	1,365	641

The General College





The General College

O. K. Webb, Jr., Dean

The General College supervises and administers academic advising, student academic programs, and the general education curriculum for students at the freshman and sophomore levels. It also has responsibility for the administration of pre-professional programs and certain special programs such as Watauga College.

All freshman students entering the university are enrolled in the General College. Transfer students who do not meet the admission requirements of a degree-granting college enroll in the General College until such requirements are met.

Although the General College is responsible for administering its students' academic affairs, policy decisions in such matters are made in cooperation with the dean of the college offering the courses in question.

The college's program of academic advising provides services for students during their first two years of college life. Advisors are drawn from the academic faculties, and they help students plan academic programs.

Although advisement is offered by the faculty on a systematic basis, advisement is voluntary on the part of the student. This means, however, that each student is strictly responsible for keeping up with his own curriculum so as to meet graduation requirements.

General education courses provide an integrated curriculum which covers broad areas of knowledge.

In addition to the general education courses, students in the General College also take preparatory courses for specialized training in their major and minor fields. It is important that the student be familiar with the degree requirements for the particular college from which he plans to graduate and to plan his program carefully. The specific requirements and course patterns for the different degrees are given in the sections of this catalog referring to the colleges which grant the degrees. The student is advised to consult these sections as he plans his program for the four years.

General Education Requirements 57-61 q.h.

Courses in communication, humanities, mathematics, social science, natural science, and behavioral science are designed to give a student competence in communications and logical thinking, a broad acquaintance with the various components of human knowledge, an understanding of our cultural and social heritage, and an opportunity to develop value judgments, constructive attitudes, and the ability to function purposefully in a democratic society.

For all baccalaureate degrees, a student shall complete the following requirements in general education.

a. Communication 9 q.h.

English 100, 110, 120 either must be completed or proficiency at the level of the courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade.

b. Humanities** 18 q.h.

Courses must be elected from at least three areas listed below. Two of the courses must be in literature. Approved courses in literature are marked with an asterisk.

Art 217, 218, 219, 301, 302, 303, 304, 306

English, any course in literature at the 200 level or above (excludes 205, 217, 349, 361, 364, 365, 366, 461, 466, 467)

English 217 (counts as a separate area)

French 301*, 302*, 303*; 305, 306; 401*, 402*, 403*;
465*, 467*

Latin 301*, 302*, 303*

Music 217, 218, 219, 304, 305, 306

Philosophy, any course subject to stated prerequisites

Religion, any course subject to stated prerequisites. The
following satisfy the literature requirement: 202*, 203*,
302*, 304*, 407*

Spanish 301*, 302*, 303*; 305, 306; 401*, 402*, 403*;
461*, 465*, 467*

Speech 206, 217; 310, 311, 312; 406

c. Social Sciences 14 q.h.

History 101, 102 or 103, 104 either must be completed
or proficiency at the level of these courses demonstrated
by examination. If proficiency is demonstrated by exami-
nation, appropriate credit will be given without grade.

If a student has completed a year of European or world
history in high school with an average of B or better, he
may meet the general education requirement in history
by electing History 221, 222 or 231, 232.

In addition, two courses must be selected from the list
below.

The courses must be from different areas:

Anthropology 210, 235, 245, 315, 401

Any course in economics, subject to stated prerequisites

Geography 101, 102, 103; 221, 240

Any course in political science, subject to stated prerequi-
sites

Any course in sociology, except 302, subject to stated
prerequisites

Psychology 201, 202; 450, 451

- d. Biological and Physical Sciences*** 9-12 q.h.

Courses must be selected from one of the areas listed below, subject to stated prerequisites:

Biology (except 107, 207, 303, 450, 451, 452, 457, 459)

Chemistry

Geology

Physical Science

Physics

- e. Mathematics 4-5 q.h.

Mathematics 101, 107, or 111 either must be completed or proficiency at the level of these courses demonstrated by examination. If proficiency is demonstrated by examination, appropriate credit will be given without grade.

- f. Physical Education 3 q.h.

Physical education activity courses

**Foreign language courses taken to meet other bachelor's degree graduation requirements may not serve to meet general education requirements.

***In the program for applied music, this will be satisfied by a 5 quarter hour course in acoustics and sound offered by the Department of Physics.

Further requirements for the degrees are listed under the programs of the degree granting colleges.

Preprofessional Programs

It is possible for a student at Appalachian to obtain preparation for admission to professional schools in other institutions. In most instances a student may take two or more years at Appalachian prior to transfer to the professional school. In every instance, the student should consult the catalog and with the admissions officer of the professional school as he plans his program. An advisor is available for each of the preprofessional programs listed below.

Legal

Law schools require a baccalaureate degree for admission. The degree may be either the Bachelor of Arts or the Bachelor of Science degree. No prescribed prelaw program is required by most law schools. Usually the need for a broad general education is emphasized. The student should choose his major in terms of his special interest in the field of law. It is recommended that his program include courses selected from economics and business, English, geography, history, mathematics, philosophy and religion, political science, science, sociology, and speech. Participation in the forensics program should be helpful to the prelaw student.

Medical and Dental

All medical and dental schools require at least three years of satisfactory undergraduate work at an accredited college or university. Most state that, all other things being equal, preference will be given to those completing a bachelor's degree with an academic major. Medical and dental education requires a background in the humanities and should not be limited to the sciences. The particular courses the student takes are not as important a criterion for admission to medical schools as the way he handles his undergraduate work. A B.A. curriculum should be followed.

If they are not required in the program selected, the following courses should, nevertheless, be taken: Mathematics 111-112, 211; Chemistry 101-102-103, 201-202-203, 210; Biology 202, 307; Physics 101-102, 103; Psychology 201. Suggested electives: Mathematics 380; Chemistry 301; Biology 300.

Nursing

In cooperation with the University of North Carolina at Greensboro, Appalachian offers the first two years of a program leading to the Bachelor of Science in nursing degree. The following courses should be taken by students in this program: English 100, 110; Biology 101-102-103, 301, 307, 308; Physical Science 101-102-103 or Chemistry 101-102-103; Sociology 120 or 201, and 110; Psychology 201, 301;



Mathematics 380; humanities—3 courses; physical education activities—3 courses.

Pharmacy

A B.A. degree in pharmacy requires five years, three of which must be spent in residence at the school of pharmacy. The student should obtain a copy of the catalog of the school of pharmacy which he plans to attend and with his academic advisor adjust his course of study to meet his individual needs.

It is suggested that the prepharmacy student take Chemistry 101-102-103, 201-202-203, 210; Mathematics 107; Biology 202, 300, 301 or 307; English 100, 110, 120; Physics 101-102, 103; Economics 201-202-203.

Engineering

A student may take at Appalachian most of the work included in the first two years of engineering schools. It is important that the student who plans to pursue a program of studies leading to a degree in engineering be well prepared in mathematics and science. For this reason a beginning freshman who plans to follow this course of study must have a score of at least 600 on the SAT mathematics test.

The course of study for the freshman and sophomore years should include English 100, 110, 120; Physics 150-151, 152, 212; Industrial Arts 101, 102, 103; Chemistry 101-102-103; Mathematics 111-112-211-212-213 and 311-312; History 101, 102 or 103, 104; and Economics 201-202-203. The student should consult the catalog of the engineering school to which he plans to transfer and follow as closely as possible the course of study given there for his particular field of interest.

Forestry

In cooperation with North Carolina State University, Appalachian offers the first two years of a program leading to a bachelor's degree with a major in forestry.

It is suggested that the preforestry student take Chemistry 101-102-103; Biology 101-102-103; English 100, 110, 120;

Mathematics 111-112-211-212; Economics 201-202-203; Physics 101-102, 103; and electives in social science and the humanities.

Students planning to transfer into the pulp and paper technology curriculum should take Chemistry 101-102-103, Physics 211, 212, 213; and should include Chemistry 201-202-203 in place of the sophomore electives.

Students planning to enroll in wood technology should take Chemistry 201-202-203.

Students planning to enroll in recreation and park administration are not required to take physics or calculus.

Students in the preforestry curriculum must start their program at North Carolina State University with the summer camp which is prerequisite to junior standing.

Watauga College

Watauga College is a residential college administered by the General College for a selected cross-section of General College students who reside in one residence hall and take two-thirds of their academic work together in an interdisciplinary course combining humanities and social sciences. This work substitutes for equivalent general education requirements. Emphasis is given by the faculty not only to an interdisciplinary approach but to the development of a sense of community and self-awareness among the students as well as an involvement in related co-curricular projects. For further information on the Watauga College, contact the Director of Watauga College, The General College.

The courses of instruction offered are as follows:

University Studies 101, 102, 103

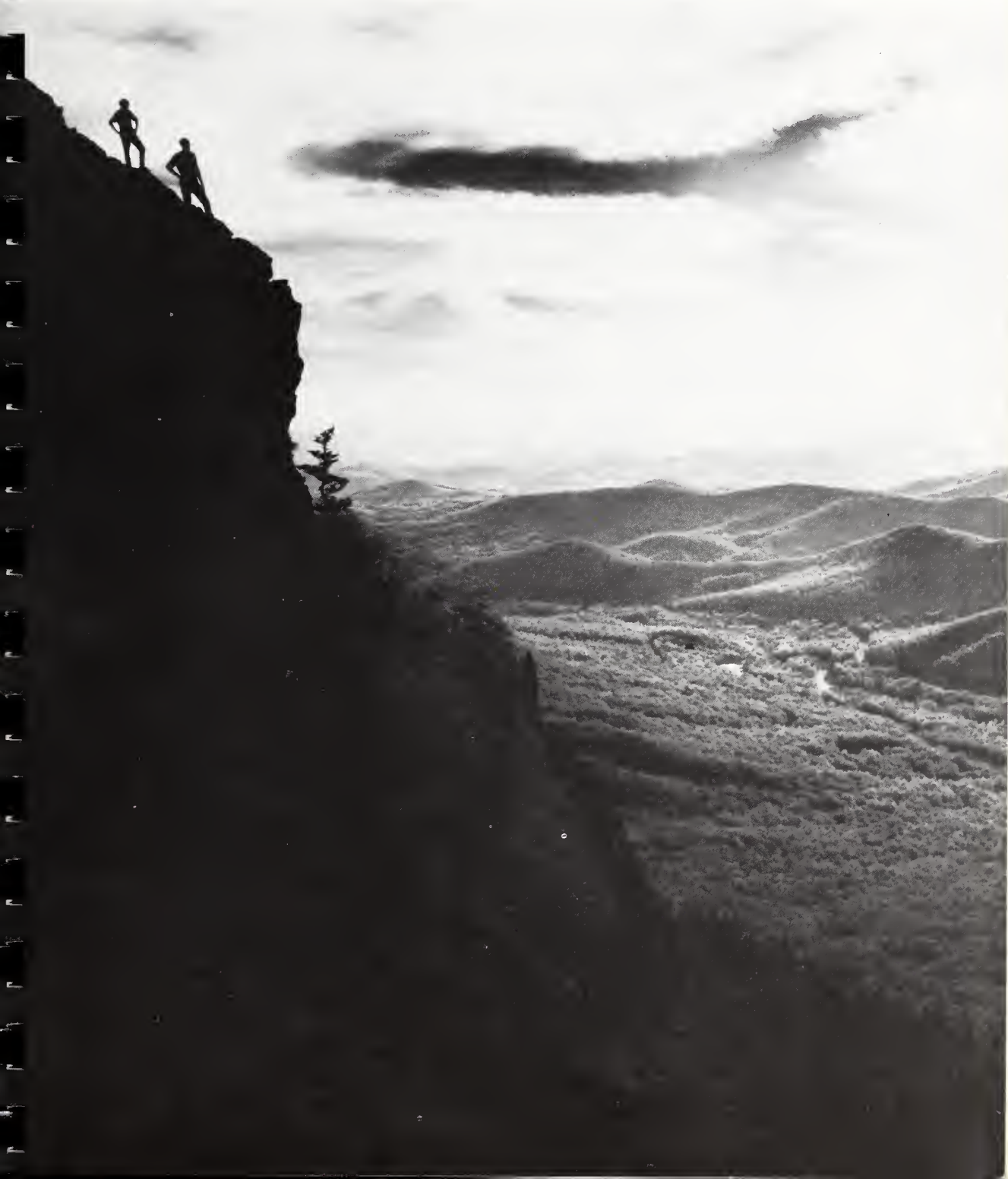
(10, 10, 10) F, W, S.

An interdisciplinary study in the humanities and social sciences in which basic problems of civilization will be considered: problems of subsistence and survival; problems of living together; problems of ideology and aesthetic satisfaction. The courses are open only to students in Watauga College. They count as general education credit.





Interdisciplinary Programs





The Honors Program

O. K. Webb, Jr., Director

The university offers an honors program designed specifically for superior students. Participation in any part of this program is by invitation only; however, a student may petition to participate by directing the request to the Director of the Honors Program.

The Honors Program at Appalachian is based on a two-fold approach: general honors and departmental honors. General honors stresses an interdisciplinary or broad approach to learning, while departmental honors emphasizes depth. Course offerings in departmental honors are listed elsewhere in this catalog under the individual departments.

After a residency of two quarters, a general honors student will elect a sequence of interdisciplinary seminars, each conducted by a team of professors. Academic credit for those seminars may be used for general education requirements, elective credit, or, in some cases, departmental requirements. A general honors student must maintain an overall grade-point average of 3.00 to remain in the program.

For further information regarding the Honors Program contact the General College.

Courses of Instruction for General Honors

(For a description of the notation used in the following list of courses, see p. 114.)

191. The Nature of Man/(5)F.

An interdisciplinary seminar which will study selected literary and philosophical masterpieces concerning the nature of the individual, his behavior, and his sense of beauty. These subjects may be considered also from the point of view of religion and psychology, as well as philosophy.

192. Man and the Universe/(5)W.

An interdisciplinary seminar concerning the development of scientific thought and its impact on man's concept of the universe and man's relation with his environment. Several basic theories will be emphasized.

193. Human Organization/(5)S.

An interdisciplinary seminar dealing with man's struggle to understand his fellow man in social and political contexts by a study of selected social and political problems. The areas of history, political science, sociology, and cultural anthropology will be involved in this study.

291. Change and Continuity in Human Society/(5)F.

Studies in the origin and development of institutions and ideas which have changed and maintained human society.

292. Men and Movements in History/(5)W.

Studies in men such as Jesus Christ, Karl Marx, and Charles Darwin and of the way their ideas have influenced movements in history.

293. The Domain of the Arts/(5)S.

A correlated study of the arts which will involve a study of aesthetics, painting, sculpture, architecture, drama, and music.

Interdisciplinary Majors

The General Studies Program

The university offers an undergraduate degree program in general studies which is designed for those students whose educational needs are not best being served by their pursuing the existing major and minor programs leading to a baccalaureate degree. The general studies degree program provides for this type of student in that the student would not be required to complete a major and minor as they are pres-

ently established, but rather he would plan a program of study from courses offered by the university which he believes will best enable him to realize educational objectives which in turn best prepare him to attain his post-college goals.

To be admitted to the General Studies Program as a candidate for the Bachelor of Arts degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00 (which must be maintained).
3. Completed English 100, 110, 120.
4. The approval of the director of the General Studies Program.

To earn the Bachelor of Arts degree in the General Studies Program, the following requirements must be met:

1. Completion of at least 183 quarter hours with an overall grade-point average of at least 2.00. A transfer student must have an overall grade-point average of at least 2.00 on all work at Appalachian.
2. Completion of general education requirements.
3. Completion (or demonstrated proficiency) of two years of a foreign language.
4. Admission into the General Studies Program prior to completing his last 45 quarter hours before graduation. A student must have an overall grade-point average of at least 2.00 on all work in his approved program of study in the General Studies Program.
5. Electives to complete 183 quarter hours.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and settlement of all expense accounts.
8. Recommendation of the faculty.

For further information regarding the General Studies Program contact the Office of Academic Affairs.

Individually Designed Major in Business Administration

Through the College of Business, a student may elect to adopt an individually designed major in business administration leading to the Bachelor of Science in Business Administration degree and consisting primarily of courses selected to fit his particular career objectives. Each individually designed major has a core requirement consisting of Accounting 204-205-206, Economics 201-202-203, and Business Administration 375-376. In addition to these courses, 51 quarter hours of course work are selected in consultation with an advisor and with the permission of the Office of the Dean of the College of Business. These additional hours of course work constitute a contract between the student and the College of Business and must be formulated at least one academic year prior to the student's expected graduation date. For further information regarding this program contact Carl Messere, Assistant Dean of the College of Business.

Science

A major in science leading to the Bachelor of Science degree and teacher certification must include Mathematics 107 and 111 or Mathematics 111 and 112; Biology 101-102-103; two of the following three sequences: Chemistry 101-102-103; Physics 101-102-103 or 150-151, 152; Geology 101-102-103; plus a concentration in one of the areas below.

A concentration in biology includes Biology 201, 202, 203, 204, 205, 206, 301, 307, 308, 309, 454, and 455; Chemistry 101-102, 103; Physics 101-102, 103.

A concentration in chemistry includes Chemistry 101-102-103, 201, 210, 301, 404, and 17 quarter hours selected from other chemistry courses; Mathematics 111-112-211-212-213; Physics 101-102, 103 or 150-151, 152.

A concentration in physics includes Physics 211, 212, 213, 301, 303, 320, 440, 441, 450, and 10 hours of electives in physics; Chemistry 101-102-103; Mathematics 111-112-211-212-213, 311-312.

A concentration in earth science includes Geography 215, 230, 240, 310, 311, 312, and Geology 311, 313, 341, and 16 hours of electives; plus either Chemistry 101-102-103 or Physics 101-102, 103.

For further information concerning the major in science contact the Department of Biology.

Social Science

A major in social science leading to the Bachelor of Science degree and teacher certification consists of 87 quarter hours in social science including general education requirements in social science. This must include 33 quarter hours in history including History 101, 102, or 103, 104, and 201, 202, 215, 299, and 12 hours from other history courses. The social science major must complete Geography 101, 102, 103; Political Science 200, 201, 203; Sociology 120 or 455, 201 and Anthropology 210; and Economics 201, 202, 203. In addition, the social science major may complete a concentration of at least an additional 18 quarter hours in geography, political science, sociology and anthropology, or economics.

The social science major may elect to take a spread in the various fields of social science. If so, 18 hours of electives in social science will replace the 18 hours of concentration.

A concentration in geography for the social science major must include Geography 221, 230, 240, and 9 quarter hours of electives. The person taking a concentration in geography will take Geology 101, 102, and 103 to satisfy the general education requirement in natural science.

A concentration in political science for the social science major must include courses from at least four areas of political science. Fifteen of the 18 hours in the concentration must be taken at the 300-400 level.

A concentration in sociology and anthropology of the social science major must include Sociology 302, Mathematics 380, and 12 quarter hours of electives in sociology and anthropology.

A concentration in economics of the social science major must include Economics 302, 310–311, and 9 quarter hours of economic electives.

For further information concerning the major in social science contact the Department of Sociology and Anthropology.

Interdisciplinary Minors

Latin American Studies

A student may earn an undergraduate minor in Latin American studies by successful completion of an interdisciplinary program which must include: (1) two years of college Spanish or Portuguese or the equivalent; (2) at least 24 quarter hours of appropriate work taken from the four disciplines of foreign languages, geography, history, and political science; and (3) interdepartmental seminar or appropriate research project. Courses which a student elects to count toward this minor cannot also be included in a major. The 24 quarter hours are to be selected from the following: Geography 302; History 231, 232, and 412; Political Science 452; Spanish 305, 306, 312, 401, 402, 403, and 467. For information concerning this program contact the Department of History.

Planning

A student may earn an undergraduate minor in planning by successful completion of any interdisciplinary program of 26 quarter hours which must include: (1) Mathematics 380 if not otherwise required in his major program; (2) Geography 241, 242, 343, and 344; and (3) 12 quarter hours selected from the following outside the student's major program: Geography 240, 311, 330; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. For further information concerning the minor in planning contact the Department of Geography and Geology.

Irenology

A student may earn an undergraduate minor in irenology (peace studies) by successful completion of an interdisciplinary

nary program of 25 quarter hours. A separate program of study is developed for each student, but each student's program must include the three interdisciplinary seminars listed below and at least one other course from each of the areas listed below.

- I. Peace and War
History 440, Interdisciplinary Seminar (Philosophy, Science, History)
Anthropology 245
Political Science 473
Economics 305
Economics 452
Sociology 405
- II. Peace and the Person
Anthropology 440, Interdisciplinary Seminar (Psychology, Philosophy, Sociology)
Sociology 320
Sociology 340
Psychology 451
- III. Strategies of Peace
Economics 481, Interdisciplinary Seminar (Economics, Science, Political Science)
Political Science 310
Political Science 457
Political Science 458
History 442
Geography 423

Approval of the program coordinator is required in order to enter the program. For further information concerning this program contact the Office of the General College.



The College of Arts and Sciences





The College of Arts and Sciences

William C. Strickland, Dean

In cooperation with other colleges of the university, the College of Arts and Sciences strives:

To provide a liberal education for all Appalachian students.

To offer instruction appropriate for specialization in the natural sciences, social sciences, humanities, and mathematics.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To prepare students for graduate study and research.

Departments

The College of Arts and Sciences consists of the following twelve departments:

Biology	Mathematical Sciences
Chemistry	Philosophy and Religion
English	Physics
Foreign Languages	Political Science
Geography and Geology	Psychology
History	Sociology and Anthropology

Degrees Offered

The College of Arts and Sciences offers the Bachelor of Arts degree with a major in each of these twelve departments. In cooperation

with the College of Education it offers the Bachelor of Science degree with teacher certification in biology; chemistry; English; French; history; mathematics; physics; Spanish; science with concentration in biology, chemistry, earth science, or physics; and social science with concentration in geography, political science, or sociology and anthropology.

To be admitted to the College of Arts and Sciences as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00 (which must be maintained).
3. Completed English 100, 110, 120.
4. Been accepted by a department in the college as a major in that department.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

Bachelor of Arts Degree

To earn the Bachelor of Arts degree in the College of Arts and Sciences, the student must meet the following requirements:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of 9 quarter hours of a second year of foreign language or higher. The Department of Foreign Languages places students at the level which they are prepared to perform regardless of previously earned units.
4. Completion of a major consisting of 36 to 55 quarter hours from one of the fields listed below:

Biology	Mathematics
Chemistry	Philosophy and Religion
English	Physics
French	Political Science
Geography	Psychology
Geology	Sociology and Anthropology
History	Spanish

A student must have at least a 2.00 grade-point average on all work in the major at Appalachian. A transfer student must com-

plete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. *Specific requirements for each departmental major preface the list of courses offered by the department.*

5. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the departments of administration, supervision and higher education, childhood education, counselor education and reading, and secondary education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian.
6. Electives to complete 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and settlement of all expense accounts.
9. Recommendation of the faculty.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teaching certificate by admission to professional education courses through the chairman of the Department of Secondary Education and by completing all academic and professional education requirements for certification.

Bachelor of Science Degree (with teacher certification; B.S. "b" program)

For the requirements for the Bachelor of Science degree with teacher certification (B.S. "b") see page 202.

Interdisciplinary Minors

Latin American Studies

A student may earn an undergraduate minor in Latin American studies by successful completion of an interdisciplinary program which must include: (1) two years of college Spanish or Portuguese or the equivalent; (2) at least 24 quarter hours of appropriate work taken from the four disciplines of foreign languages, geography, history, and political science; and (3) interdepartmental seminar or appropriate research project. Courses which a student elects to count toward this minor cannot also be included in a major. The

24 quarter hours are to be selected from the following: Geography 302; History 231, 232, and 412; Political Science 452; Spanish 305, 306, 312, 401, 402, 403, and 467. For information concerning this program contact the Department of History.

Planning

A student may earn an undergraduate minor in planning by successful completion of any interdisciplinary program of 26 quarter hours which must include: (1) Mathematics 380 if not otherwise required in his major program; (2) Geography 241, 242, 343, and 344; and (3) 12 quarter hours selected from the following outside the student's major program: Geography 240, 311, 330; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. For further information concerning the minor in planning see page 106.

Courses of Instruction

Courses are listed in numerical order by departments, which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 300 to 499 for graduate students with the approval of advisor; and 500 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 500 and above the name of the professor who ordinarily teaches the course is given in *italics* following the course description.

The figure in brackets preceding a course title indicates the course number used in the catalog of 1972-73.

The figure in parentheses after the course title tells the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter. If the course is a two or three quarter sequence, the semicolon in the quarters offered indicates that all courses listed are normally taught in the quarters indicated.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Department of Biology

F. Ray Derrick, Chairman

The objectives of the Department of Biology are to provide a cultural background in the life sciences as a part of every student's general education; to prepare students to teach biology; to prepare students to meet admission requirements of professional schools; to prepare professional biologists; to provide courses in biology for teacher certification in other areas such as home economics, physical education, and science.

A major in biology leading to the Bachelor of Arts degree consists of 38 quarter hours in biology in courses numbered above the 100 level. This must include 201-202-203, 204-205-206, 20 quarter hours in electives in biology. In addition, the biology major must take Chemistry 101-102-103, Physics 101-102, 103, and Mathematics 107 and 111 or Mathematics 111 and 112.

A minor in biology consists of 18 quarter hours above 100 level courses, including 201-202, 204-205, and 6 quarter hours in electives in biology.

A major in biology leading to the Bachelor of Science degree and teacher certification consists of 40 quarter hours above the 100 level. This must include 201-202-203, 204-205-206, 300, 307, 308, 309, 454, 455 or 301. In addition, the biology major must take Chemistry 101-102-103, Physics 101-102, 103, and Mathematics 107 and 111 or Mathematics 111 and 112.

For the curriculum for a major in science and concentration in biology leading to the Bachelor of Science degree and teacher certification see page 208.

A major in biology for the Master of Arts degree for secondary teachers requires a minimum of 45 quarter hours credit with a thesis

or 54 hours without a thesis. Thirty-six of the credits must be in biology and include Biology 454, 455, 500, 501, 503, 505 or 506, and 514. Twelve hours credit are required in education.

A major in biology for the Master of Arts degree in the junior college teaching program requires the same as above except only two courses are required in education.

A major in biology for the Master of Science degree requires 45 hours in biology including a thesis. Required courses include Biology 454, 500, and 550.

A major in biology for a Specialist in Science degree consists of a minimum of 36 quarter hours in biology. Required courses include 610 and 648.

For further information see the Graduate Catalog.

Courses of Instruction in Biology and General Science

(For a description of the notation used in the following list of courses, see p. 114.)

Biology

101-102-103. Introduction to Life Science/(3-3-3).F-W-S;SS.

A survey of living organisms and their relationship to each other and to their environment. Study of topics from morphology, physiology, embryology, and genetics with particular reference to man and healthful living. Lecture two hours, laboratory two hours.

107. Biology/(4).F;W;S;SS.

An experimental approach to the basic concepts of life science that are applicable to the elementary school curriculum. *Restricted to elementary education majors.* Lecture three hours, laboratory two hours.

201. Invertebrate Zoology/(3).F.

The taxonomy, morphology, and physiology of the invertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

202. Vertebrate Zoology/(3).W.

The taxonomy, anatomy, physiology, and natural history of the vertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

203. Animal Ecology/(3).S.

A study of ecological principles, interrelationships, environmental factors, and distribution of animals. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours, 2nd field work.

204. Introductory Botany/(3).F.

Historical backgrounds of botany, principles of cytology, physiology, anatomy, and morphology of the seed plants. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

**205. Survey of Plant Kingdom/
(3).W.**

A phylogenetic approach to the reproduction, anatomy, and morphology of representative plants from each division. Prerequisite: Biology 204. Lecture two hours, laboratory two hours.

206. Phytoecology/(3).S.

Principles of phytoecology covering such major topics as plant succession, plant communities, water relations, energy flow, natural vegetation, plant geography and economic botany. Prerequisite: Biology 204, 205. Lecture two hours, laboratory two hours.

207. Economic Biology/(3).F.

A study of plants and animals as they affect food, clothing, and shelter. *For home economics majors only.* Lecture two hours, laboratory two hours.

**248. Independent Study/(1-6).
F;W;S;SS.**

**300. Cellular Physiology/(3).
F;W;SS.**

A study of the fundamental physiological processes at the cellular level. Prerequisite: Biology 101-102-103 and Chemistry 101-102-103. Lecture two hours, laboratory two hours.

**301. Introductory Animal
Physiology/(4).W;S.**

Fundamental principles of animal physiology. Prerequisites: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.

**303. Non Vascular Cryptograms/
(3).F.**

A morphological and taxonomic investigation of the Algae, Liverworts, and Mosses.

Techniques of identification, collection, and preservation will be stressed in the laboratory. Lecture two hours, laboratory two hours.

**304, 305. Systematic Botany/(3,3).
W,S.**

The general principles of the taxonomy of the vascular plants utilizing elements of the local flora as laboratory material in the consideration of identification, nomenclature, classification, and evolutionary mechanisms. Prerequisite: Biology 204. Lecture two hours, laboratory two hours (each course).

**306. Comparative Entomology/
(3).F.**

A comparative survey of the Insecta and related arthropods with an emphasis on morphology and systematics. Methods of collecting and preserving insects are covered. Prerequisite: Biology 101-102-103 or permission of instructor. Lecture two hours, laboratory two hours.

307. Vertebrate Anatomy/(4).F;W.

A comparative study of the origin, evolution, and present condition of the vertebrate structures. Prerequisite: Biology 201-202-203. Lecture three hours, laboratory two hours.

308. Bacteriology/(4).F;S;SS.

A study of the morphology and physiology of bacteria and their relation to man. Prerequisite: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.

309. Embryology/(3).W;S.

Gametogenesis, fertilization, and structural development of the vertebrate embryo. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

310. Marine Biology/(3).S.

Introduction to the more common marine organisms, including morphology, physi-

ology, taxonomy, ecology, and economic aspects. Lecture two hours, laboratory two hours. To be offered in alternate years. Prerequisite: Biology 201, 202, 203. Offered 1973-74.

**348. Independent Study/(1-6).
F;W;S;SS.**

**350. Biological Science
Investigations/(5).S.**

A course designed expressly for elementary majors who choose their academic concentration in science. Topics from modern biology which are introduced in the upper elementary school will be stressed. Prerequisite: Biology 107 and Physical Science 101-102-103. Lecture four hours, laboratory two hours.

450. Nature Study/(3).SS.

Observation of common plants and animals, methods of collecting, organizing, and presenting nature study materials in the grades. Not open to biology majors for credit.

451. Ornithology/(3).S;SS.

An introduction to the anatomy, physiology, behavior, ecology, and identification of birds. Lecture two hours, laboratory two hours. Early morning and at least one Saturday all-day field trips are required.

452. Microtechnique/(3).W;SS.

Technical methods used in preparing materials for microscopic study; practical training in preparation of permanent slides of small organisms and tissue of higher organisms. Lecture two hours, laboratory four hours. Offered 1974 S.S.

453. Histology/(3).W;SS.

Microscopic anatomy of the vertebrate body, including a study of the principal tissues and organs. Prerequisite: Senior standing and 24 quarter hours of undergraduate biology. Lecture two hours, laboratory two hours. Offered 1973 S.S.

454. Genetics/(3).F;S;SS.

A study of principles of variation and heredity governing plants and animals with special reference to man. Prerequisite: Biology 101-102-103.

455. Plant Physiology/(4).F;S;SS.

A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisite: Biology 204-205-206 and Chemistry 101-102-103. Lecture three hours, laboratory two hours. Offered 1974 S.S.

457. Ichthyology/(3).S;SS.

Taxonomy, distribution, and ecology of fresh-water fishes of eastern North America. Management practices will be emphasized. Prerequisite: Senior standing and 24 hours of undergraduate biology. Offered 1974 S.S.

458. Radiation Biology/(3).W;SS.

A study of the use of radioisotopes in biological systems. Laboratory six hours.

459. Mammalogy/(3).W;SS.

The natural history, adaptations, taxonomy, and economic importance of mammals. Lecture two hours, laboratory two hours. Field projects are required. Offered in alternate years (W. 1973; SS. 1974).

**480. Field Biology of Continental
U.S.A./(9).SS.**

Ecological investigations of major habitats in the U.S.A. Prerequisite: 24 hours in biology and consent of the instructor.

Graduate Courses

**500. Bibliography and Research/
(3).F;SS.**

A study of bibliographical problems, types of research, the literature and methods of

scientific writing. Required in the first quarter of beginning graduate students. *Hubbard*.

**501. Advanced Animal Ecology/
(3).F;SS.**

Population analysis, population dynamics, simulated environments, community ecology, wildlife management, and environmental modifications and adaptations. Lecture two hours, laboratory two hours. *Randall*. Offered 1973 S.S.

502. Fresh Water Biology/(3).SS.

A study of the physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Largely a field course dealing with various approved methods of studying fresh water. Lecture two hours, field work two hours. *Derrick*. Offered 1973 S.S.

**503. Bacteriology of Water, Milk,
Food, and Sewage/(4).W;SS.**

Laboratory and field methods dealing with the sanitary aspects of foods and food handling; sources and kinds of bacteria in milk, water, and sewage with their sanitary significance. Prerequisite: 3 hours of undergraduate bacteriology. Lecture three hours, laboratory two hours. *Montaldi*. Offered 1973 S.S.

**504. Taxonomy of Vascular
Plants/(3).SS.**

A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours. *Carpenter*. Offered 1973 S.S.

**505. Animal Physiology I/(3).
W;SS.**

Physiology of the sensory, nervous, muscular, and circulatory systems; laboratory experiments, reports, and readings. Lecture two hours, laboratory two hours. *Hubbard*. Offered 1973 S.S.

**506. Animal Physiology II/(3).
S;SS.**

Physiology of respiration, elimination, excretion, reproduction, and hormone coordination. Lecture two hours, laboratory two hours. *Hubbard*. Offered 1974 S.S.

509. Evolution/(3).W;SS.

Evidences of organic evolution will be considered and evaluated from the paleontological, morphological, and physiological standpoints. *Randall*. Offered in alternate years (SS. 1974).

510. Entomology/(3).S;SS.

Biology and systematics of the Insecta and related Arthropoda with emphasis on techniques of collecting, rearing, and identifying common insects. Collection required. Lecture two hours, laboratory two hours. *Glover*. Offered 1974 S.S. Offered in alternate years. Offered 1973 and 1975.

512. Local Flora/(3).SS.

A course designed specifically for elementary school teachers. A study of the common flora and economic plants of North Carolina including the collection, common name identification, and methods of preservation. Lecture two hours, laboratory and field work two hours. *Robinson*.

**514. Plant Anatomy and
Morphology/(3).S;SS.**

A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours. *Carpenter*. Offered 1974 S.S.

515. Plant Ecology/(3).SS.

A study of units of vegetation and plant succession; factors of the habitat; soils and climate; taxonomy of local flora and preparation of the herbarium material. Lecture, laboratory, and field work five hours. *Hurley*. Offered 1973 S.S.

517. Parasitology/(3).F;SS.

A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours. *Henson*. Offered 1974 S.S.

518. Advanced Genetics/(3).W.

A review of basic genetic concepts and an extensive investigation of recent advances in animal and plant genetics. Lecture two hours, laboratory two hours.

519. Comparative Vertebrate Embryology/(3).F.

An advanced course in comparative embryology of the vertebrates. *Dewel*.

522. Cryptogamic Botany/(4).S.

Taxonomy, morphology, and ecology of the cryptogamic flora exclusive of the fungi. Lecture three hours, laboratory two hours. *Carpenter*.

524. Advanced Plant Physiology/(4).F.

An advanced treatment of the physiology of growth and development of higher plants, with emphasis on the biochemistry of the essential elements. Prerequisite: Biology 455. *Helseth*.

530. Seminar/(1).F;W;S.

Presentation of one research paper for each year of full-time graduate study. One hour credit given during quarter in which paper is presented. Required of all graduate students.

535. History of Biology/(3).S;SS.

A survey of the history of biology with special emphasis upon experiments which have led to the discovery of the more important biological principles and concepts. *Robinson*. Offered 1974 S.S.

548. Independent Study/(1-6).F;W;S;SS.

(Limit of eight hours credit.)

550. Master's Thesis/(6).F;W;S.

601. Biogeography/(3).F.

The biological, climatological, geographic, and geological factors which affect the distribution of animal and plants. Patterns of distribution will be studied in relation to various sizes of geological units. *Randall*.

603. Advanced Invertebrate Zoology/(3).S.

Morphology, physiology, life cycles, systematics, and ecology of invertebrates (exclusive of insects). Lecture two hours, laboratory two hours. *Henson*.

605. Mycology/(3).S.

An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture two hours, laboratory two hours. *Bond*.

607. Plant Growth and Development/(4).W.

Growth regulatory substances, morphogenetic stimuli, quantitative interpretations of growth, totipotency and diversification in cultured cells. Lecture three hours, laboratory three hours. *Helseth*.

610. Advanced Seminar in Current Research Topics/(3).W.

Lectures, readings, and discussions dealing with biological principles and theories. *Staff*.

614. Current Topics in Cell Physiology/(4).F.

Recent advances in physiology at the subcellular level. Lecture three hours, laboratory two hours. *Hubbard*.

618. Advanced Bacteriology/(4).W.

Modern techniques and procedures in bacteriology, including instrumental and biochemical methods of analysis and interpretation of data. *Montaldi.*

624. Insect Physiology/(4).S.

Special physiological processes peculiar to insects and other arthropods. Lecture three hours, laboratory two hours. *Glover.*

648. Advanced Independent Study/(3-6).F;W;S;SS.

Student selects an area of investigation which must be approved by instructor and advisor.

Approved Electives From Chemistry

454-455. Biochemistry

506-507. Organic Reaction Mechanisms

General Science

401. Methods of Elementary School Science/(3).F;W;S.

A survey of scientific principles and concepts suitable for the elementary grades.

Department of Chemistry

George B. Miles, Chairman

The objectives of the Department of Chemistry are:

1. To prepare students to teach chemistry at the high school and junior college levels.
2. To prepare students for continuing their study of chemistry at the graduate level.

Emphasis is placed upon the construction of units for the various grade levels, methods of teaching these units, related demonstrations and experiments, and the correlation of the science units with other instructional areas.

450. Science in the Elementary School/(3).SS;Ex.

A course designed for teachers with limited science background. Basic concepts, use of simple materials for demonstrations, and the problem solving approach are stressed. Lecture and demonstration three hours. Available as a workshop.

507. Science in the Junior High School/(3).SS;Ex.

A laboratory course designed to aid junior high school personnel in developing an experimental approach to science. Emphasis will be placed upon personnel gaining appropriate skills and academic competency to motivate open-ended investigations for groups and individuals. Available as a workshop.

510. Environmental Education/(3).S;SS;Ex.

A study of environmental problems relevant to man. Designed primarily for elementary education majors.

3. To prepare chemistry graduates for careers in industry and scientific research.
4. To provide supporting and/or enriching courses in other areas.

A major in chemistry leading to the Bachelor of Arts degree consists of 47 quarter hours above the General Chemistry (101-102-103). The required courses are Chemistry 201-202-203, 210, 301-302-303, 400, 404, and 410 and 12 quarter hours selected from other chemistry courses. The chemistry major must take Physics 150-151, 152; an additional 9 to 12 hours in either biology (300, 301, 308, 454 recommended), geology or physics (470 and 471 not accepted) and Mathematics 111-112-211-212-213.

A minor in chemistry consists of 18 quarter hours above general chemistry. (Chemistry 210 recommended.)

A major in chemistry leading to the Bachelor of Science degree and teacher certification consists of 32 quarter hours above general chemistry. The required courses are Chemistry 201, 210, 301, 404 and 17 quarter hours selected from the other chemistry courses. The chemistry major must take a year of physics, Biology 101-102-103 and Mathematics 111-112-211-212-213.

For the curriculum for a major in science and concentration in chemistry leading to the Bachelor of Science degree and teacher certification see page 208.

In the Master of Arts degree in the junior college teaching program, a major in chemistry consists of a minimum of 45 quarter hours of credit. The 45 quarter hours credit includes a thesis for 6 hours credit (Chemistry 550). A minimum of 6 quarter hours credit is required in education and psychology (12 quarter hours credit required for secondary certification). The following chemistry courses are required: 450 or equivalent, 460, 502 (to be taken fall term of first year), 504, 506, 510, 513 or 514, and 550.

In the Master of Science degree program, a major in chemistry consists of 45 quarter hours of courses including 6 quarter hours credit for research and thesis (Chemistry 550). The following chemistry courses are required of all candidates for this degree: 450 or equivalent, 504, 506, 510, 513 or 514, 530 and 550. The remaining quarter hours, for a total of 45 quarter hours, will be elected from courses in chemistry numbered 450 and above, Physics 453 and Mathematics 461 and 462.

All graduate students are required to participate in weekly seminar discussion periods each quarter in residence.

All master's degree candidates must pass comprehensive examinations in the four major fields of chemistry: inorganic, organic, analytical, and physical. Each must present and defend his thesis before the chemistry faculty.

Courses of Instruction in Chemistry and Physical Science

(For a description of the notation used in the following list of courses, see p. 114.)

Chemistry

101-102-103. General Chemistry/ (4-4-4).F-W-S.

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, and the classification of chemical substances derived from their properties, structure, etc. Lecture three hours, laboratory three hours.

Laboratory sections numbered below 40 are designed to augment the information presented in the lectures and to meet the needs of students in all curricula.

Laboratory sections numbered above 40 are designed to provide an opportunity for the student to engage in more individually oriented experiments requiring an interest above the ordinary.

Students, *regardless of their curriculum*, are free to elect either laboratory in any of the three terms within the year. Each student is judged on the basis of performance in the laboratory *he or she has chosen*.

111-112-113. Applied Science/ (5-5-5).F-W-S.

A study of fundamental principles of science. Fundamentals of inorganic, physical, organic, and biochemistry. Basic principles of mechanics, heat, electricity, and magnetism. Credit only for home economics majors. Lecture three hours, laboratory four hours.

201-202-203. Organic Chemistry/ (4-4-4).F-W-S.

Organic chemical theory as related to structure and methods of determining structure and reaction processes introduced in Chemistry 201. Functional group and type compounds used to extend the study into a survey of organic chemistry in Chemistry 202 and 203. Laboratory practices in class reactions and synthesis. Prerequisite: Chemistry 101-102-103. Lecture three hours, laboratory three hours.

210. Quantitative Analysis/(4).S.

An introduction to analytical chemistry, including equilibria, Beer's law, and oxidation reduction reactions; the basic methods of quantitative analysis are introduced and practiced with laboratory unknowns. Prerequisite: Chemistry 101-102-103. Lecture three hours, laboratory three hours.

248. Independent Study/(1-6). F;W;S;SS.

301-302-303. Physical Chemistry/ (4-4-4).F-W-S.

Chemistry 301—Mathematical treatment of the theories underlying the thermodynamic properties and behavior of gases, liquids, and solids. Chemistry 302 and 303—The treatment of electrochemistry, kinetic theory, chemical kinetics, photochemistry, quantum mechanics, molecular structure methods (photometric, electrometric, infrared, x-ray diffraction, nuclear magnetic resonance), colloid chemistry, and nuclear chemistry. Prerequisites: Mathematics 213 and a year of physics. Lecture three hours, laboratory three hours.

307. Scientific Glass Blowing/(1).S.

Provides the student with an opportunity to learn the properties of scientific glasses with respect to performing simple glass working operations. Prerequisite: Chemistry 103 and permission of the instructor. Laboratory three hours. This course will be graded on a satisfactory-failure basis only.

310. Introduction to Chemical Literature/(1).S.

Introduction to the nature and extent of the chemical literature. Individual library investigations and assignments in primary, secondary, and tertiary sources of information. Lecture one hour.

348. Independent Study/(1-6). F;W;S;SS.

400. Senior Research/(3).F,W,S.

A laboratory research project under the supervision of a staff member. A written report of the results to be submitted to the chemistry faculty at the end of the quarter. Chemistry major with senior standing.

401. Analytical Chemistry/(4).W.

A study of some modern methods of separation and determination, including ion exchange, liquid-liquid extraction, and absorption chromatography. Prerequisite: Chemistry 210. Lecture three hours, laboratory three hours.

404. Inorganic Chemistry/(3).W.

A study of the elements and their compounds based upon the periodic properties of the elements and other topics. Lecture three hours. Prerequisite: Chemistry 101-102-103.

410. Senior Seminar/(1).F,W,S.

Weekly seminar meetings jointly with faculty and graduate students. One formal presentation on topic of current interest and importance in chemistry. Chemistry major with senior standing.

450. Qualitative Organic Analysis/(4).F.

A systematic procedure for the identification of organic compounds. Laboratory practice in identifying pure organic compounds and mixtures. Prerequisite: Chemistry 201-202-203. Lecture two hours, laboratory six hours.

452. Instrumental Methods of Analysis/(4).F.

A study of some of the modern instrumental methods of analysis, including electrochemistry, spectrophotometry, magnetic resonance spectroscopy, and mass spectrometry. Prerequisite: Chemistry 210. Lecture three hours, laboratory three hours.

453. X-ray Analysis of Crystal Structure/(4).S.

Introduction to the theory of space groups and x-ray diffraction by crystalline solids. Laboratory work in the application of principles. Prerequisite: Analytical Geometry, Differential and Integral Calculus, Physics 150-151, 152. Lecture three hours, laboratory three hours.

454-455. Biochemistry/(4-4).W-S.

Properties and metabolism of carbohydrates, lipids and proteins; chemistry of body fluids; biologically active compounds. Prerequisite: Chemistry 201-202-203. Lecture three hours, laboratory three hours.

457. Laboratory Preparations/(1).F,W,S.

Three hours of laboratory.

460. History of Chemistry/(3).S.

A study of the development of chemistry as a science with emphasis on the development of basic concepts, ideas and theories. Lecture three hours. Prerequisite: a year of General Chemistry.

Graduate Courses

502. Chemical Literature/(1).F.

To be taken fall term of first year. Lecture one hour. *Staff.*

504. Chemical Bond Theories/(3).F. Sink.

506-507. Organic Reaction Mechanisms/(3-3).F-W. Soeder, Miles.

510. Chemical Thermodynamics/(3).W. Johnson.

511. Quantum Chemistry/(3).W.

Prerequisite: Chemistry 301-302-303. *Johnson.*

513. Optical Methods of Chemical Analysis/(4).W.

Prerequisite: Chemistry 452. Lecture three hours, laboratory three hours. *Olander.*

514. Electrical Methods of Chemical Analysis/(4).S.

Prerequisite: Chemistry 452. Lecture three hours, laboratory three hours. *Olander.*

520. Chemical Kinetics/(3 or 4).F.

Lecture three hours, laboratory three hours (optional). *Johnson.*

530. Advanced Inorganic Chemistry/(3).S. Bowkley.

540. Selected Topics/(1-6). On demand.

548. Independent Study/(1-6). F;W;S;SS. Staff.

550. Master's Thesis/(6).F;W;S;SS. Staff.

Physical Science

101-102-103. Man and His Physical Environment/(3-3-3).F-W-S.

An integrated perspective of the physical science, study of selected topics such as systems of measurement, the expanding universe, structure of the earth, kinetic molecular theory of elements and compounds, structures and utilization of atoms. The role of science in the development of civilization. Lecture two hours, laboratory two hours.

Department of English

Loyd H. Hilton, Chairman

The aim of the Department of English is to give students competency in written and oral composition and in the interpretation and appreciation of literature.

A major in English leading to the Bachelor of Arts degree consists of 54 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement. Although no course in English above the freshman level is specifically required, at least 36 hours of the work must be done at the 300-level or above. Upon acceptance into the upper division as a major, the student should consult his English advisor for help in planning a program of study appropriate to his particular need and objectives.

A minor in English consists of 27 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities requirement.

A major in English leading to the Bachelor of Science degree and teacher certification consists of 54 elective hours in English above the freshman level, 12 of which may be applied toward satisfying the general education humanities require-

ment. Although no course in English above the freshman level is specifically required, at least 36 hours of the work must be done at the 300 level or above. Required also for the teaching degree are Secondary Education 462 and 9 hours of a foreign language beyond the elementary course. Since teacher certification in English requires a balanced preparation in several areas, each student will be provided information indicating current state and professional guideline requirements, as well as a list of courses appropriate to each guideline. Although it is the student's responsibility to meet the guideline requirements, he is expected to work closely with his English advisor in planning and fulfilling a suitable program of studies.

Three programs are offered leading to the Master of Arts degree in English. Two are in teacher preparation—the junior college program and the secondary school program—and require certain courses in education. The third program, the academic, is composed of courses in English alone or with an optional minor in a related field other than education.

For the Master of Arts degree for the junior college program and the secondary school program, a minimum of 36 quarter hours (33 including a thesis) of English must be offered, including English 500, Bibliography and Research, and a program of electives to be chosen by the student in consultation with his graduate advisor in English. In addition, for the junior college program, 6 hours of education are required, and for the secondary school program, 12 hours of education are required.

For the academic Master of Arts degree, a minimum of 45 quarter hours of graduate credit must be offered. These may include a minor of up to 9 quarter hours in a related discipline. They also will include 6 quarter hours credit for the thesis, which is required, and 3 quarter hours credit for English 500, Bibliography and Research, which is also required. In consultation with his graduate advisor in English, the student should plan for a minimum of 27 quarter hours of electives in English. In addition to course work, each candidate will demonstrate proficiency in reading a foreign language. For requirements concerning the final comprehensive examination for the master's degree, see the discussion of these in the Graduate Catalog or consult the chairman of the department.

The Department of English offers an honors program on the freshman, sophomore, junior, and senior levels. In order to remain in the program students must receive a grade of B or higher in each honors seminar. Students meeting the requirements of the Junior-Senior Honors Program (English 391, 392, 393, and 491) with a grade of B will graduate with "Honors" in English. Those meeting the requirements with a grade of A will graduate with "Highest Honors" in English.

Courses of Instruction in English

(For a description of the notation used in the following list of courses, see p. 114.)

English Honors

191. Freshman Honors Seminar/ (3).F;S.

Development of individual research and original critical thought; composition. Collateral reading in English, American, or world literature. Members selected by the Department of English.

291. Sophomore Honors Seminar in English Literature/(3).F.

292. Sophomore Honors Seminar in American Literature/(3).W.

293. Sophomore Honors Seminar in World Literature/(3).S.

Members for English 291, 292, and 293 selected by the Department of English.

391-392-393. Junior Honors Seminar/ (3-3-3).F-W-S.

Two in-depth units each quarter on major English, American, or world authors, genres, or literary movements. Intradepartmental instruction. Content varies each quarter. By invitation or application.

491. Senior Honors Thesis/(3).S.

Independent study and research. Honors thesis directed by a member of the English Department and graded by a departmental committee. Oral examination. Prerequisite: Completion of English 391, 392, and 393 with at least a B average.

English

010. Laboratory in Writing/(0). F;W;S.

100. Elementary Composition/(3). F;W;S.

110. Rhetoric/(3).F;W;S.

The skills and techniques of effective written composition. Prerequisite: English 100.

120. Introduction to Literature/ (3).F;W;S.

Reading and analysis in fiction, poetry, and drama. Prerequisite: English 110. The sequence English 100-110-120 is prerequisite for all courses which follow.

201. English Literature/(3).F;W;S.

A study of major writers from the beginning of English literature through Milton.

202. English Literature/(3).F;W;S.

A study of major writers from Dryden through Keats.

203. English Literature/(3).F;W;S.

A study of major writers from Tennyson to the present.

204. Continental Literature/(3). F;W;S.

A study in translation of masterpieces of European literature.

205. Elements of Journalism/(3). F;W.

Writing news stories, editorials, features, and reviews; make-up of school and college newspapers.

210. Modern Drama/(3).S.

A study of major works from Ibsen to date.

212. Black Literature/(3).S.

A critical study of the work of significant Negro writers.

216. Continental Fiction/(3).W.

A study of major works, in translation, from 1850 to the present, with emphasis on the short story.

217. Cinema Appreciation/(3).F;S.

A critical approach to cinema as an art form.

226. The Popular Novel/(3).F.

A critical study of selected recent bestsellers.

227. Recent Poetry/(3).W.

A critical study of the poetry of the last two decades.

228. Oriental Literature/(3).S.

A study of selected writings, in translation, which are representative of Oriental thought.

231. American Literature/(3).F.

A study of major writers from the Puritans through Melville.

**232. American Literature/
(3).W.**

A study of major writers from Emerson through Dreiser.

**233. American Literature/
(3).S.**

A study of major writers from Robinson to the present.

**248. Independent Study/(1-6).
F;W;S;SS.**

**348. Independent Study/(1-6).
F;W;S;SS.**

**349. Workshop in the Teaching of
English/(3).F;W;S.**

**361. Studies in the Principles of
Language/(3).F.**

A study of the nature of language and its function within a cultural setting, with particular emphasis on semantics.

**364. Advanced Composition/(3).
F;W;S.**

365. Creative Writing/(3).W.

An introductory course in writing poetry and fiction, specifically the short story, with emphasis on the techniques.

366. Creative Writing/(3).S.

An advanced course in writing. Students may project a novel or work in poetry, drama, or the short story. Prerequisite: English 365.

**378. Studies in Twentieth Century
American Fiction/(3).W.**

**379. Studies in Twentieth Century
American Poetry/(3).S.**

**386. Studies in Eighteenth Century
English Literature/(3).W.**

**387. Studies in the Literature of
the Romantic Movement/(3).F.**

**388. Studies in Twentieth Century
English Fiction/(3).F.**

**389. Studies in Twentieth Century
English Poetry/(3).W.**

**459. Seminar in World Literature/
(3).F;S.**

**461. Seminar in Modern English
Grammar/(3).F;S.**

An examination of the structure of the English language, with particular emphasis on modern theories of syntax.

**466. Seminar in the History of the
English Language/(3).F;W;S.**

**467. Seminar in Introductory Lin-
guistics/(3).W.**

An introduction to the historical and theoretical aspects of language study, with particular emphasis on phonology.

**472. Seminar in the Short Story/
(3).W;S.**

473. Seminar in the Novel/(3).F;W.

474. Seminar in Poetry/(3).S.

475. Seminar in Drama/(3).F.

**476. Seminar in Literary Criti-
cism/(3).W.**

**477. Seminar in Early American
Literature/(3).F.**

**478. Seminar in Nineteenth Cen-
tury American Literature/(3).W.**

480. Colloquium/(1-6). On demand

An opportunity to study a special topic or combination of topics not otherwise provided for in the English curriculum. May be repeated for credit when content does not

duplicate. Prerequisite: Upper-division status or departmental permission.

**482. Seminar in Early English Lit-
erature/(3).S.**

**483. Seminar in Elizabethan
Literature I (3).F.**

Emphasis on Shakespeare's earlier plays.

**484. Seminar in Elizabethan Liter-
ature II/(3).W.**

Emphasis on Shakespeare's later plays.

**485. Seminar in Seventeenth Cen-
tury English Literature/(3).S.**

**488. Seminar in the Literature of
the Victorian Period/(3).W.**

Graduate Courses

**500. Bibliography and Research/
(3).F;SS.**

A study of bibliographical problems, types of research organization and reporting of research. Required in the first quarter of beginning graduate students.

**548. Independent Study/(1-6).
F;W;S;SS.**

**550. Master of Arts Thesis/(6).
F;W;S;SS.**

**557. Seminar in Masters of Eng-
lish Literature/(3).F.**

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

558. Seminar in Masters of American Literature/(3).W.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

559. Seminar in Masters of World Literature/(3).S.

Variable content. May be repeated once for credit when content does not duplicate. Emphasis will be indicated in term schedules.

567. Seminar in Linguistics/(3).S.

Theoretical and procedural studies in Descriptive Linguistics. Prerequisite: English 461, 467 or consent of instructor.

580. Colloquium/(1-6). On demand.

An opportunity for the graduate student to study a special topic or combination of top-

ics not otherwise provided for in the English curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Graduate status or departmental permission.

586. Seminar in Twentieth Century American Literature/(3).S.

596. Seminar in Eighteenth Century English Literature/(3).F.

597. Seminar in Literature of the Romantic Period/(3).W.

599. Seminar in Twentieth Century English Literature/(3).F.

Department of Foreign Languages

J. Roy Prince, Chairman

The objectives of the Department of Foreign Languages are to teach students to pronounce, speak, understand, read, and write the language they are studying; to give them basic knowledge of the principles of grammar and syntax of the language; to help them gather valuable and interesting information and materials about the country and peoples whose language they are studying; to introduce them to the literature in the language and help them gain an appreciation for its masterpieces; to prepare them to be better citizens of the world through knowledge of the languages and cultures of peoples; to help them appreciate and be enthusiastic about foreign languages.

A major in French or Spanish leading to the Bachelor of Arts degree consists of 36 quarter hours above the foreign language requirements, including 201, 202, 203, 305, 306, 307, 308, 451, and 12 quarter hours of electives on the undergraduate level.

A minor in French or Spanish consists of 18 quarter hours above the foreign language requirements, including 201, 202, 203 and 9 quarter hours of electives.

A major in French or Spanish leading to the Bachelor of Science degree and teacher certification consists of a minimum of 45 quarter hours in one language above the course level of 103, including 104-105-106, 201, 202, 203, 305, 306,

307, 308, 451, and four courses from 301, 302, 303, 401, 402, 403. The department recommends that a major in foreign language use electives to build up a teaching competence in a related field.

The department offers a Master of Arts degree in French and in Spanish for secondary school teachers and for junior college teachers. Prerequisite to graduate work are 36 quarter hours of language study above the elementary level. A graduate student who does not have adequate undergraduate credits may begin graduate study if at the same time he is building up his undergraduate hours to the required level. For the master's degree, a minimum of 36 quarter hours is required in the major field (French or Spanish), 6-12 in education, and 6-12 in electives. The latter may be in the major field, in another language, in education, or in another field, such as English. The only required course is Bibliography and Research, but there are several preferred electives. For further advice, consult the chairman of the Department of Foreign Languages.

The Foreign Language Laboratory

The Department of Foreign Languages has a 54 booth electronic language laboratory. In the laboratory, students listen and respond to prerecorded tapes which deal with the material covered in their courses. The main purpose of the laboratory is to increase the student's ability to pronounce, speak, and understand the language. The department believes that the laboratory increases the efficiency of language learning and that the extra hours spent in the laboratory can be the student's most productive study time.

Courses of Instruction in Foreign Languages

(For a description of the notation used in the following list of courses, see p. 114.)

French

201, 202, 203. Conversational French/(3,3,3).F,W,S.

Prerequisite: French 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

101-102-103. Elementary French/ (3-3-3).F-W-S.

Open to those with no previous preparation in French or those who make a low score on the French placement test. Recitation three hours and laboratory two hours.

248. Independent Study/(1-6). F;W;S;SS.

104-105-106. Intermediate French/ (3-3-3).F-W-S.

Prerequisite: two units of high school French and a good score on French placement test, or French 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

301, 302, 303. French Literature to 1800/(3,3,3).F,W,S.

A survey of the development of French literature from the early Middle Ages to 1800. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours and laboratory work.

**305, 306. French Civilization/
(3,3).F,W.**

A brief study of the history, government, geography, art, music, customs, and educational system of France. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours.

**307, 308. Advanced Grammar and
Composition/(3,3).F,W.**

A study of French grammar, idioms, and syntax. Prerequisite: French 104-105-106 or the equivalent.

**315. Introduction to Literary Criti-
cism/(3).S.**

The principles and history of literary criticism with reference to French literature. Prerequisite: French 104-105-106 or the equivalent.

**348. Independent Study/(1-6).
F;W;S;SS.**

**401, 402, 403. French Literature
of the Nineteenth and Twentieth
Centuries/(3,3,3).F,W,S.**

Prerequisite: French 104-105-106 or the equivalent.

**451. French Phonetics and Dic-
tion/(3).S;SS.**

Offered 1974 SS.

**453. History of the French Lan-
guage/(3).F;SS.**

Alternate years with 506. Not offered 1973-74. Offered 1973 SS.

**456. Advanced Conversation/(3).
F;SS.**

Offered 1975 SS.

**459. Linguistics and Language
Analysis/(3).W;SS.**

Descriptive, comparative, and structural linguistics in relation to Romance languages. On demand. Offered 1973 SS.

**463. French Poetry of 16th and
17th Centuries/(3).W;SS.**

Alternate years with 512. Not offered 1973-74. Offered 1975 SS.

**465. Nineteenth Century Drama/
(3).W;SS.**

Alternate years with 522. Not offered 1973-74. Offered 1974 SS.

**467. Eighteenth Century Drama/
(3).W;SS.**

Alternate years with 518. Not offered 1973-74. Offered 1975 SS.

Graduate Courses

**500. Bibliography and Research/
(3).F;SS.**

Required of all students in the first quarter of graduate study. *Amaro* or *Prince*.

**506. French Literature to 1500/(3).
F;SS.**

Alternate years with 453. Offered 1975 SS. *Eargle*.

**508. French Drama to 1650/(3).
S;SS.**

Alternate years with 509. Offered 1973 SS. *Evans*.

**509. Classic Drama: Moliere and
Racine/(3).S;SS.**

Alternate years with 508. Not offered 1973-74. Offered 1974 SS. *Evans*.

**512. Prose Literature of 16th and
17th Centuries/(3).W;SS.**

Alternate years with 463. Offered 1974 SS.
Evans.

**514. The French Novel Up to
1820/(3).W;SS.**

On demand. Offered 1973 SS. *Prince.*

**518. The Eighteenth Century
Philosophes/(3).W;SS.**

Alternate years with 467. Offered 1974 SS.
Prince.

**520. Nineteenth Century Poetry/
(3).W;SS.**

On demand. Offered 1973 SS. *Powell.*

**522. Nineteenth Century Novels/
(3).W;SS.**

Alternate years with 465. Offered 1975 SS.
Powell.

**523. Twentieth Century Novels/
(3).S;SS.**

Alternate years with 525. Not offered 1973-
74. Offered 1973 SS. *Powell.*

**525. Twentieth Century Drama/(3).
S;SS.**

Alternate years with 523. Offered 1975 SS.
Powell.

**548. Independent Study in
French/(1-6).F;W;S;SS.**

German

**101-102-103. Elementary German/
(3-3-3).F-W-S.**

Open to those with no previous preparation
in German or those who make a low score

on the German placement test. Recitation
three hours and laboratory two hours.

**104-105-106. Intermediate Ger-
man/(3-3-3).F-W-S.**

Prerequisite: two units of high school Ger-
man and a good score on placement test, or
German 101-102-103, or the equivalent.
Recitation three hours and laboratory two
hours.

**201, 202, 203. Conversational Ger-
man/(3,3,3).F,W,S.**

Prerequisite: German 104-105-106 or the
equivalent. Recitation three hours and
laboratory two hours.

Latin

**101-102-103. Elementary Latin/
(3-3-3).F-W-S.**

Open to those with no previous preparation
in Latin or those who make a low score on
the Latin placement test. Recitation three
hours and laboratory one hour.

**104-105-106. Intermediate Latin/
(3-3-3).F-W-S.**

Prerequisite: two units of high school Latin
and a good score on Latin placement test,
or Latin 101-102-103, or the equivalent.
Recitation three hours.

**301, 302, 303. The Latin Poets/
(3,3,3).F,W,S.**

Prerequisite: Latin 106 or four good years
in high school. Lecture three hours.

Spanish

**101-102-103. Elementary Spanish/
(3-3-3).F-W-S.**

Open to those with no previous preparation
in Spanish or those who make a low score

on the Spanish placement test. Recitation three hours and laboratory two hours.

104-105-106. Intermediate Spanish/(3-3-3).F-W-S.

Prerequisite: two units of high school Spanish and a good score on Spanish placement test, or Spanish 101-102-103, or the equivalent. Recitation three hours and laboratory two hours.

201, 202, 203. Conversational Spanish/(3,3,3).F,W,S.

Prerequisite: Spanish 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

**248. Independent Study/(1-6).
F;W;S;SS.**

301, 302, 303. Survey of Spanish Literature/(3,3,3).F,W,S.

Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours.

305, 306. Hispanic Culture and Civilization/(3,3).F,W.

A brief study of the history, government, geography, art, music, customs, educational systems of Spain and the Spanish-American countries. Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours.

307, 308. Advanced Grammar and Composition/(3,3).F,W.

A study of Spanish grammar, idioms, and syntax. Prerequisite: Spanish 104-105-106 or the equivalent.

312. Twentieth Century Spanish America/(3).S.

A study of the cultural life of the Spanish-American countries; designed to give a

knowledge of the diverse ideologies with their social, historical, and literary values. Prerequisite: Spanish 104-105-106 or the equivalent.

**348. Independent Study/(1-6).
F;W;S;SS.**

**401, 402, 403. Survey of Spanish-American Literature/(3,3,3).
F,W,S.**

Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours.

451. Spanish Phonetics and Diction/(3).S;SS.

Offered 1974 SS.

453. History of the Spanish Language/(3).F;SS.

Alternate years with 506. Offered 1973 SS.

459. Linguistics and Language Analysis/(3).W;SS.

Descriptive, comparative, and structural linguistics in relation to Romance languages. On demand. Offered 1973 SS.

461. The Nineteenth Century Novel/(3).F;SS.

Emphasis on the "Novela Realista." Alternate years with 465. Offered 1975 SS.

465. Spanish Drama of 19th and 20th Centuries/(3).F;SS.

Alternate years with 461. Not offered 1973-74. Offered 1975 SS.

467. Modern Spanish-American Poetry/(3).W;SS.

Alternate years with 521. Offered 1974 SS.

Graduate Courses

500. Bibliography and Research/ (3).F;SS.

Required of all students in the first quarter of graduate study. *Amaro, Prince.*

506. Spanish Literature to 1500/ (3).F;SS.

Mainly "Poema de Mio Cid," "Libro de Buen Amor," and "La Celestina." Alternate years with 453. Not offered 1973-74. Offered 1975 SS. *Diaz.*

512. The Picaresque Novel/(3). W;SS.

Origin and development of this genre in the 16th and 17th centuries in Spain. Alternate years with 513. Offered 1973 SS. *Amaro.*

513. Cervantes/(3).W;SS.

With emphasis on *Don Quijote*. Alternate years with 512. Not offered 1973-74. Offered 1974 SS. *Amaro, Diaz.*

514. Drama of the Golden Age/ (3).S;SS.

Alternate years with 516. Offered 1974 SS. *Amaro.*

516. Poetry of the Golden Age/(3). S;SS.

Alternate years with 514. Not offered 1973-74. Offered 1973 SS. *Amaro.*

520. Modern Spanish Poetry/ (3).W;SS.

On demand. Offered 1975 SS. *Amaro.*

521. Modern Spanish Novel/(3). W;SS.

Alternate years with 467. Not offered 1973-74. Offered 1975 SS. *Diaz.*

524. Colonial Literature/(3).S;SS.

Literature coming out of the period of the Spanish colonization of the New World. On demand. Offered 1974 SS. *Diaz.*

527. Recent Spanish-American Novels/(3).SS.

On demand. Offered 1973 SS. *Diaz.*

548. Independent Study in Span- ish/(1-6).F;W;S;SS.

Department of Geography and Geology

Fred Webb, Jr., Chairman

The major objectives of the Department of Geography and Geology are to:

1. Promote the understanding that man is both a creature and a creator of his environment and that man's success as an inhabitant of the earth derives from the knowledge that he is potentially a destroyer and his actions must be governed by properly conceived plans based upon careful investigation of all environmental factors.

2. Offer a well-balanced curriculum which will aid students in finding productive places in society.
3. Maintain a staff dedicated to teaching, science, community service, and research.

A major in geography leading to the Bachelor of Arts degree consists of 55 quarter hours in courses numbered above the 100 level with the following courses required: Geography 221, 230, 310, 311, 312, 330, 420, 440; Mathematics 380; and 27 quarter hours of geography electives, with no more than 12 hours of geography electives taken from regional courses and with at least 24 quarter hours taken in courses at the 300 level or above. An appropriate foreign language is required.

A minor in geography consists of 24 quarter hours, including general education requirements.

A minor in planning consists of 26 quarter hours including Geography 241, 242, 343, and 344. Twelve quarter hours must be selected from the following outside the student's major program: Geography 240, 311, 330; Political Science 201, 203, 364; Sociology 330, 405, 450; Economics 455; Business Administration 485. In addition, the student must take Mathematics 380 if not otherwise required in his major program.

The department also provides a concentration in geography for majors in social science seeking the Bachelor of Science degree and teacher certification. (See page 208.)

A major in geology leading to the Bachelor of Arts degree consists of 47 quarter hours in courses above the 100 level. The required courses are: 311, 313, 314, 331, 332, 333, 341, 472, a 6 quarter hour field camp, and 9 hours of geology electives. A geology major must take Mathematics 111 and an additional 8 hours of calculus, statistics, or computer programming offered through the Department of Mathematical Sciences; Chemistry 101-102-103; Physics 101-102, 103; second year of either French, German, or Russian.

A minor in geology consists of Geology 101, 102, 103 and 15 quarter hours of geology electives.

For the curriculum in science and concentration in earth science leading to the Bachelor of Science degree with teacher certification, see page 208.

Graduate Programs in Geography

The department offers three programs leading to the Master of Arts degree in geography:

1. The liberal arts program, requiring 45 quarter hours, including a thesis and a reading knowledge of a modern foreign language.

2. The junior college teacher program, requiring 33 quarter hours in geography, 6 quarter hours in education, and a thesis.
3. The junior college teacher program, requiring 36 quarter hours in geography, 6 quarter hours in education, 12 quarter hours of approved electives, and no thesis.

Geography 500, Bibliography and Research, should be taken during the first 15 quarter hours of work.

Courses of Instruction in Geography and Geology

(For a description of the notation used in the following list of courses, see p. 114.)

Geography

Elements of Geography

101. Introduction to Physical Geography/(3).F;W;S;SS.

Basic concepts concerning man's physical environment are developed, including elements of weather, climate, landforms, soils, and vegetation. Applicable processes will be analyzed in their spatial context.

102. Geography of the Developed World/(3).F;W;S;SS.

An examination of the interrelationships of those cultural and physical environmental factors which have resulted in the highly developed character of certain parts of the earth.

103. Geography of the Emerging World/(3).F;W;S;SS.

An examination of the interrelationships of those cultural and physical environmental factors which have resulted in the less developed character of certain parts of the earth.

Regional Geography

301. Geography of Europe/(3).F.

302. Geography of South America/(3).W.

303. Geography of Asia/(3).S.

304. Geography of Africa/(3).S.

305. Geography of the U.S.S.R./ (3).F.

307. Geography of North America/(3).S.

401. Geography of the South/ (3).W.

402. Geography of North Carolina/(3).F.

An examination of the interplay of the natural and cultural features of North Carolina, their spatial distribution and interrelatedness.

Graduate Courses in Regional Geography

507. Geography of Eastern United States/(3).F. Yoder.

**508. Geography of Western
United States/(3).W. Yoder.**

Physical Geography

**215. Descriptive Astronomy/(3).
F;S;SS.**

(Same as Physics 215.)

**310. Introduction to Meteorology/
(3).F.**

A systematic analysis of the troposphere weather elements. Atmospheric processes, the instruments and methods used to measure and record atmospheric phenomena and the principles of weather prediction are emphasized. Two hours lecture; two hours laboratory.

**311. Introduction to Climatology,
Vegetation and Pedology/(3).W.**

Climatological processes and their implications for man, alternate systems of climate classification and biotic and edaphic resultants are emphasized. Two hours lecture; two hours laboratory.

**312. Physiography of North Amer-
ica/(3).S.**

A physiographic survey of North America in which the spatial distribution of landforms and the processes which formed them are explored. Two hours lecture; two hours laboratory.

482. Geomorphology/(4).S.

(Same as Geology 482.)

Cultural Geography

**221. Introduction to Economic
Geography/(3).W;S.**

Locational factors and problems of production, distribution, consumption, and conser-

vation of the major crops, minerals, and industries of the world.

420. Urban Geography/(3).S.

Approaches to urban economic, social, and political structures and problems and related geographic concepts.

**421. Manufacturing Geography/
(3).F.**

Evaluation of the place-to-place variation of different types of manufacturing industry, emphasizing the changes in regional structure of manufacturing and industrial location theory.

423. Political Geography/(3).S.

Spatial aspects of territoriality, boundaries, voting patterns, government programs, formation of political units, political development and integration, and environmental policy.

**425. Geographic Influences in
American History/(3).W.**

Man's reaction to and use of environmental factors as he occupied the territory of the United States.

*Graduate Courses in Cultural
Geography*

520. Urban Analysis/(3).S.

An analysis of urban centers from historical development through the contemporary city. Emphasis is placed on classification, site, situation, distribution, functions, and patterns of land use, culminating in urban problems, trends, and city planning. *Gade.*

**523. Geographic Aspects of World
Affairs/(3).S.**

A geographic analysis of major world movements and events associating the physical environment with social, political, and racial factors. (Same as Political Science 517.) *Yoder.*

*Theory, Techniques, Independent
Study, and Seminars*

**230. Map Drafting and Graphics/
(3).W.**

The student acquires experience in using drafting and lettering equipment and is given an opportunity to employ ideas concerning the representation of spatial numerical data through a series of lab exercises.

**248. Independent Study/(1-6)
F;W;S;SS.**

**330. Air Photo Interpretation/
(3).F.**

Basic concepts and elements of aerial photographs and interpretation techniques are developed. The student is given an opportunity to apply these concepts and techniques and to acquire experience in interpreting aerial photographs in the lab.

**348. Independent Study/(1-6).
F;W;S;SS.**

**440. Seminar in Geography/(3).
F;W;S.**

Study, research, and writing in selected areas. A student may enroll in this course two times for a total of 6 quarter hours, providing the course content is nonduplicating.

*Graduate Courses in Theory, Tech-
niques, Independent Study, and
Seminars*

**500. Bibliography and Research/
(3).F;SS. Yoder.**

509. Concepts in Geography/(3).F.

Investigation and discussion of selected geographic concepts, both physical and cul-

tural, which apply to man's utilization of earth-space. Open, with consent of instructor, to graduate nonmajors. *Reiman.*

540. Seminar/(3).S.

A specialized course involving advanced study, research, and writing by small groups in selected areas. Students may enroll in this course more than once provided the course content is nonduplicating. *Staff.*

**548. Independent Study/(1-6).
F;W;S;SS.**

**550. Master of Arts Thesis/(6).
F;W;S;SS.**

Planning

**240. Man and Environmental
Problems/(3).W;S;SS.**

Analysis of man's perception, use, and attempted regulation of his habitat; spatial and policy problems and implications.

**241. Introduction to Regional and
Local Planning/(3).W.**

The history, philosophy, and principles of regional planning. Included is an analysis of problems currently confronting regional and local planners.

**242. Introduction to Urban Plan-
ning/(3).S.**

An introduction to the philosophy, theories, and principles of urban planning. History of the urban planning movement in the United States with emphasis upon contemporary planning problems.

343. Planning Techniques I/(4).F.

The first of two sequence courses designed to involve the student in the techniques, tools, and principles necessary to accom-

plish effective community planning. Two hours lecture; four hours laboratory.

**344. Planning Techniques II/
(4).W.**

The second of two sequence courses involving the student in the community planning process. The technique courses culminate with the preparation of a simulated planning report. Two hours lecture; four hours laboratory.

Geology

101-102-103. Introduction to Geology/(3-3-3).F-W-S;SS.

Description of the composition and origin of earth materials, physical processes which change the earth and modify earth materials, and history of the earth and its inhabitants as related to North America. Lecture: two hours; laboratory: two hours.

**215. Descriptive Astronomy/(3).
F;S;SS.**

(Same as Physics 215.)

**248. Independent Study/(1-6).
F;W;S;SS.**

311. Mineralogy/(4).F.

Fundamentals of crystal chemistry as applied to minerals. Identification, classification, and description of crystals and minerals according to chemical composition and atomic structure. X-ray identification of typical minerals and calculations of their Miller Indices. Prerequisites: Geology 101-102-103 and General Chemistry or consent of instructor. Lecture: three hours; laboratory: three hours.

**313. Igneous and Metamorphic
Petrology/(4).S.**

The characteristics, genesis, classification, and megascopic identification of common igneous and metamorphic rocks. Prerequi-

site: Geology 311. Lecture: three hours; laboratory: three hours.

314. Optical Mineralogy and Petrography/(5).W.

Theory and use of the polarizing microscope. Study of the common rock-forming minerals and common rocks in thin sections. Prerequisites: Geology 311 and Geology 313. Lecture: three hours; laboratory: six hours.

**331. Introduction to Stratigraphy
and Sedimentation/(4).F.**

A study of sedimentary rocks including their properties, classification, and the processes and environments which they represent. Principles of collection and interpretation of stratigraphic data, correlation, and nomenclature. Emphasis placed on field relationships. Prerequisite: Geology 103. Lecture: three hours; laboratory: three hours.

332-333. Introduction to Paleontology I and II/(4-4).W-S.

Study of phylogenetics, morphology, temporal distribution, and paleoecology of fossils, with emphasis on invertebrates. Prerequisites: Geology 103 or Biology 103. Lecture: three hours; laboratory: three hours.

341. Structural Geology/(4).S.

Nature, classification, genesis, and quantification of structures with emphasis on field relationships. Prerequisites: Geology 101-102-103. Lecture: three hours; laboratory: three hours.

**348. Independent Study/(1-6).
F;W;S;SS.**

**350. Earth Science Investigations/
(5).F.**

A course designed expressly for elementary education majors who choose their academic concentration in science. The composition of the earth and the physical processes

continuously changing it will be studied. Emphasis upon man's ability to alter these forces such as erosion and pollution will be stressed. Prerequisites: Biology 107 and Physical Science 101-102-103. Lecture: four hours; laboratory: two hours.

**353. Geology of North Carolina/
(3).F.**

Study of the geologic history of North Carolina and geologic principles exemplified by specific areas and problems within the state. One or more field trips required. Primarily for students intending to teach earth science in North Carolina. Not open to geology majors for credit. Prerequisites: Geology 101-102-103 or consent of instructor. Lecture: three hours.

442. Ground-water Geology/(3).W.

Distribution, principles of occurrence, and utilization of underground water. Prerequisites: Geology 101-102-103. Lecture: three hours.

450. Earth Science/(3).W;SS.

Study of the earth in space with emphasis on the solar system; the effects of weathering, erosion, and diastrophism on the lithosphere. Prerequisite: Consent of the instructor. Not open to geology majors. Lecture: three hours.

**461. Introduction to Geochemistry/
(4).S.**

Chemical constitution of the earth, distribution of elements, and geochemical prospecting. Prerequisites: Geology 313 and Chemistry 103. Lecture: two hours; laboratory: four hours.

462. Introduction to Oceanography/(3).S.

A study of physical, chemical, biological, and geological oceanography and their interrelationships. Prerequisites: At least two of the following courses: Physics 103, Chemistry 103, Biology 103, Geology 103. Lecture: three hours.

463. Appalachian Geology/(3).S.

Study of tectonics and stratigraphy as exemplified by the central and southern Appalachian mountain system. One or more field trips required. Prerequisites: Geology 331 and Geology 341. Lecture: two hours; laboratory: three hours.

472. Economic Geology/(3).W.

Principles, processes, and distribution of major metallic and nonmetallic mineral deposits with type illustrations. Prerequisites: Geology 313, Geology 331, and Geology 341. Lecture: three hours.

**473. Seminar in Earth Science/(1).
On demand.**

A survey of sources and uses of materials and aids for earth science teachers. Prerequisite: Consent of instructor.

482. Geomorphology/(4).S.

Origin and recognition of landforms; descriptive and quantitative aspects supplemented by means of maps, aerial photographs, laboratory, and field study. Prerequisites: Geology 101-102-103. Lecture: three hours; laboratory: three hours.

Department of History

Roy Carroll, Chairman

The Department of History seeks: (1) to provide a basis for a liberal education through the study of mankind's past; (2) to provide background and preparation for careers in politics, law, journalism, religion, and other fields; (3) to prepare students for both teaching and continuing advanced studies in history.

A major in history leading to the Bachelor of Arts degree or to the Bachelor of Science degree and teacher certification consists of at least 50 quarter hours in history, including 101, 102, 103, 104, 201, 202, 299, and one of the following sequences, 221, 222 or 231, 232 or 241, 242, but *excluding* History 206 and whichever eight-hour sequence the student has counted as fulfillment of general education requirements. History majors seeking a Bachelor of Arts degree are required and those seeking a Bachelor of Science degree are strongly urged to acquire proficiency in a foreign language equivalent to courses 101 through 106.

In selecting courses for a major, the student may elect to emphasize the history of the United States or the history of Europe, but he may not present a major exclusively in either of these areas. It is the policy of the department to advise all history majors to register for History 299 in their sophomore year or in the first quarter after they elect to major in history.

A minor in history consists of 26 quarter hours above general education requirements, including 201, 202, and 299.

For an interdisciplinary minor in Latin American studies see page 106.

A major in social science leading to the Bachelor of Science degree and teacher certification must include 33 quarter hours in history, including History 101, 102, or 103, 104, and 201, 202, 215, 299, and 12 hours from other history courses. For the additional nonhistory requirements for the major in social science see page 208.

Honors courses in history carry full credit toward the major and are open to students who have previously distinguished themselves. To graduate "with honors" in history it will be necessary for a student to complete successfully at least one two-quarter seminar in western civilization or American history, one junior colloquium, a senior honors essay, and an examination.

For a Master of Arts degree, a graduate student should take 33-37 quarter hours of work in history, including History 512 or 524, History 500, and, if a thesis is not submitted, History 548. The department offers three programs leading to the Master of Arts degree:

1. The liberal arts program, which requires 33 quarter hours in history, including a thesis, 9 quarter hours of electives in a related field, 3 quarter hours elective in the humanities, and a reading knowledge of a foreign language.
2. The junior college teacher program, which requires 34-37 quarter hours in history, 6-12 quarter hours in a related field, and 6 quarter hours in education. The thesis is optional.
3. The secondary school teacher program, which requires 33-36 quarter hours in history, 6 quarter hours in a related field, if a thesis is not included, 9 quarter hours in education, and 3 quarter hours in psychology. The thesis is optional.

A program of studies to meet the needs and interests of the graduate student will be determined through counseling.

Courses of Instruction in History

(For a description of the notation used in the following list of courses, see p. 114.)

101, 102. Western Civilization to 1600/(4,4).F;W;S.

A survey of the principal developments in western civilization: to the 10th century; 1000 to 1600.

103, 104. Western Civilization since 1500/(4,4).F;W;S.

A survey of the principal developments in western civilization: 1500-1815; 1815 to present.

191, 194. Honors Seminar: West- ern Civilization/(4,4).S.

A study of selected topics in the history of western civilization. A history major may substitute 191 and 194 for any two courses in the freshman sequence.

201, 202. History of the United States/(4,4).F;W;S.

A survey of United States history: to 1865; since 1865.

206. North Carolina Social Stud- ies/(3).F;W;S.

A study of the geography, history, and economic and social problems of North Carolina. Not counted toward a major in history.

215. The United States and the Contemporary World/(3).F;W;S.

A course which traces the historical antecedents of contemporary issues confronting the United States.

221, 222. History of Asia/(4,4). W,S.

History 221 is an introduction to the political, social, and cultural developments of

China and Japan; History 222 surveys the transformation of Asian countries under the Western impact, with special emphasis on the emerging nations.

231, 232. History of Latin Amer- ica/(4,4).F,W.

A survey of Latin American history: through the wars of independence; from independence to the present.

241, 242. History of Africa/(4,4). W,S.

A survey of African history: to 1850; since 1850.

248. Independent Study/(2-6). F;W;S;SS.

291, 292. Honors Seminar: United States History/(4,4).S.

A study of selected topics in American history. A history major may substitute 291 and 292 for one of the 201, 202 courses.

299. History: Scope and Method/ (2).F;S.

Introduction to the nature, meaning, and method of history, and to problems in research and writing. Required of all history and social science majors.

322. The Ancient World/(4).F.

An examination of selected topics in Graeco-Roman history.

325. The High Middle Ages/(4).W.

An examination of selected topics in the history of Europe, 900-1300.

328. Renaissance and Reformation/(4).S.

An examination of the meaning of the Renaissance in terms of humanism and the plastic arts; the background and principal developments of the Lutheran and Calvinist movements.

334, 335. History of England/(4,4).F,W.

A survey of political, social, and intellectual developments: to 1660; since 1660.

343. Colonial America/(4).F.

The social, political, and intellectual developments of the thirteen colonies to 1763.

344. United States History, 1763-1801/(4).W.

Major emphasis on political, social, and intellectual developments during the Revolutionary, Confederation, and Federalist periods.

346. Civil War and Reconstruction/(4).S.

A study of the causes of the Civil War, its conduct, North and South, and its national and international impact; the political, social, and economic aspects of Reconstruction in the South and the nation.

348. Independent Study/(2-6).F;W;S;SS.

349. Foundations of Modern America, 1877-1917/(4).W.

A study of the emergence of industrialization, urbanization, and reform, and their influence on social and political developments from 1877 to 1917.

350. United States, 1920 to the Present/(4).F;S.

A history of developments in the United States from 1920 to the present.

391. Junior Honors Colloquium/(4).F;S.

Required of all students reading for honors in history.

401. Modern China/(4).F.

Traces the rise of modern China, evaluating some basic issues, both foreign and domestic, arising from the changing scenes of China since the founding of the Republic. Prerequisites: History 221, 222.

412. History of Mexico/(4).S.

A survey of Mexican history from the Spanish conquest to the present.

422, 423. History of France/(4,4).F,S.

A survey of French history: 1648-1815; 1815 to the present.

440. Seminar in History/(4).F;W;S.

Intensive investigation of selected topics.

442. United States Foreign Policy/(4).W;S.

A survey of American foreign policy from the beginning of the republic, with major emphasis on the period from 1900 to the present.

444. United States Economic History/(4).F.

A study of selected economic influences and institutions in America from colonial days to the present.

446. United States Constitutional History/(4).S.

A survey of the constitutional aspects of American developments since 1789, with major emphasis on developments since the Civil War.

452. United States Cultural-Intellectual History/(4).F.

A study of American ideas and civilization as expressed in religious developments, social reform thought and movements, science, art and architecture, higher education, and American-European cultural interaction.

454. North Carolina History/(4).W.

A study of North Carolina history from its establishment as a colony to the present.

455. Selected Topics in Afro-American History/(4).W.

From slave origins to the present, with emphasis on the period since Emancipation.

462, 463. History of Central Europe/(4,4).F,W.

A survey of social, political, and intellectual developments in Central Europe: to 1871; since 1871.

472, 473. History of Russia/(4,4).F,S.

A survey of imperial Russia from the 15th century to 1917; the Russian revolution and the Soviet state since 1917.

491. Senior Honors Essay/(2).F;W;S.

Open only to seniors reading for honors in history.

Graduate Courses

500. Bibliography and Research/(3).F;SS.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate students. *Carroll, Haunton.*

501. Interpreting American History/(3).SS.

A review of American history through study of conflicting interpretations of great issues. *Dixon.*

502. Formation of the American Union/(3).F.

A study of the period 1763-1800 in American history. Emphasis is on the American Revolution, the Articles of Confederation, and the Constitution, and on varying historical interpretations of these events. *Dixon.*

504. Jacksonian Democracy/(3).S.

Political, social, and cultural changes in the United States during the second quarter of the nineteenth century and the forces which produced the changes. *Counihan.*

506. Studies in Civil War and Reconstruction/(3).S.

Drozdzowski.

507. Studies in the History of the South/(3).W.

Haunton.

509. Studies in 20th Century United States/(3).S.

Antone, Fish.

**510. Studies in the U.S. Foreign
Policy/(3).W.**

Dixon, Blackburn.

**511. Studies in American Intellectual
History/(3).W.**

Drozdzowski.

**512. American Historiography/
(3).F.**

A study of the writing of American history from the seventeenth century to the present, with emphasis on the historical philosophies, interpretations, and careers of the major nineteenth and twentieth century historians. *Drozdzowski.*

**514. Studies in the English Democratic
Tradition/(3).S.**

Carroll, Hanft.

**516. Studies in 16th and 17th Century
Europe/(3).F.**

Green.

**519. Studies in 18th Century Europe/
(3).W.**

Petschauer.

**521. Studies in 19th Century Europe/
(3).F.**

Reinerman.

**522. Studies in 20th Century
Europe/(3).S.**

Reinerman.

**524. European Historiography/
(3).W.**

A study of the development of historical writing in the West from ancient Greece to the present, with some attention to methodology, primary sources, and the philosophy of history. *Carroll, Green.*

**530. Studies in 20th Century
China/(3).S.**

Wu.

540. Seminar/(3).W;S.

A specialized course involving advanced study, research, and writing by small groups in selected areas. Barring duplication, a student may enroll twice for a credit totaling 6 quarter hours. *Staff.*

**545. Seminar in Teaching of History
in College/(1).F;S.**

Required of graduate students in the junior college program. *Staff.*

**548. Independent Study/(2-6).
F;W;S;SS.**

**550. Master of Arts Thesis/(3-6).
F;W;S;SS.**

Department of Mathematical Sciences

Ray L. Graham, Chairman

Through its faculty and curriculum the Department of Mathematical Sciences provides undergraduate and graduate programs of study which are designed to complement other areas of study in the university and to prepare students to

teach mathematics on the elementary, secondary, and junior college levels, to pursue graduate study in mathematics, or to begin careers as professional mathematicians in business and industry.

A major in mathematics leading to the Bachelor of Arts degree consists of 51 quarter hours in the Department of Mathematical Sciences, including Mathematics 111, 112, 211, 212, 213, 214, 321, 322, and 21 post-calculus quarter hours of electives which must include at least 6 quarter hours from 400 level courses. The student is expected to consult with an advisor from the departmental faculty in designing a constructive program which meets the student's needs.

A major in mathematics leading to the Bachelor of Science degree and teacher certification consists of 51 quarter hours in the Department of Mathematical Sciences, including Mathematics 111, 112, 211, 212, 214, 321, 322, 361, 362, 6 hours from the statistics courses offered in the department, and 9 post-calculus quarter hours of electives. At least 6 quarter hours must be from mathematics courses numbered 400 or above. Physics 150, 151, and 152 are also required for this degree program.

There are two minors offered within the Department of Mathematical Sciences. One consists of 24 quarter hours of mathematics including Mathematics 111, 112, 211 and 12 quarter hours of courses numbered 200 or above. The other, which is open to mathematics majors as well as other students, consists of 18 hours of computer science.

A student beginning a graduate program of study leading to a master's degree in mathematics must have the equivalent of an undergraduate major in mathematics. The Department of Mathematical Sciences offers graduate programs in secondary school teaching and junior college teaching as well as a general academic graduate degree program. For each program the appropriate committee in the department determines an acceptable program for each student which will include requirements as follow.

For the Master of Arts degree program in secondary school teaching:

- I. (a) (Without thesis) 36 hours of acceptable* course work in mathematics, at least 18 of which must be at the 500 level. (b) (With thesis) Including the thesis, 33 hours of mathematics course work at the graduate level, at least 18 of which must be at the 500 level.
- II. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in his program are made with the counsel and approval of this committee.
- III. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

* Determined by the Graduate Advisory Committee.

For additional descriptions of each of these programs, see the *Graduate Catalog*.

For the Master of Arts degree program in junior college teaching:

- I. (a) (Without thesis) 54 quarter hours of graduate course work including: AH 542 (3 hours); one of the three following courses: AH 544 (3 hours), AH 545 (3 hours), AH 574 (3 hours); and 48 additional quarter hours of acceptable* course work, at least 24 quarter hours of which must be numbered 500 or above. (b) (With thesis) 45 quarter hours of graduate course work including: AH 542 (3 hours); one of the three following courses: AH 544 (3 hours), AH 545 (3 hours), AH 574 (3 hours); and 39 additional hours of acceptable* course work at least 24 hours of which must be numbered 500 or above.
- II. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in his program are made with the counsel and approval of this committee.
- III. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

For the general Master of Arts program in mathematics:

- I. A thesis is required (Mathematics 550—6 hours)
- II. In addition to the thesis, 39 hours of acceptable* course work, at least 24 of which must be at the 500 level.
- III. Prior to beginning course work, the candidate will meet with the Graduate Advisory Committee to design his program of study. Any subsequent changes in this program are made with the counsel and approval of this committee.
- IV. The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

Courses of Instruction in Mathematics, Computer Science, and Statistics

(For a description of the notation used in the following list of courses, see p. 114.)

Mathematics

101. Introduction to Mathematics/ (5).F;W;S.

This course or its equivalent is required of all students; hence, its primary purpose is

the development of mathematical literacy to a minimum level adequate for the functioning of the average citizen of modern society. It is designed to develop appreciation for mathematical concepts and thought from several different viewpoints. Topics covered will include elementary set theory and elementary logic, and a development of the real number system. The opportunity is offered

* Determined by the Graduate Advisory Committee.

For additional descriptions of each of these programs, see the *Graduate Catalog*.

for the student to select certain other topics to strengthen his own mathematical weaknesses. Not open to students who have credit for Mathematics 111.

104. Mathematics for Elementary School Teachers/(4).F;W;S.

A course designed for the future elementary school teacher. Among other topics this course will include a development of the real number system, Euclidean and non-Euclidean geometry, number theory, and problem solving. Prerequisite: Mathematics 101.

107. Algebra and Trigonometry/(5).F;W;S.

An integrated study of algebra and trigonometry including such topics as the real and complex number systems, algebraic relations and functions, trigonometric functions, and elementary theory of equations. For the semi-technical student who wishes to strengthen his background in the computational aspects of the mathematics he began in high school. Not open to students who have credit for Mathematics 111.

**111-112. Analytical Geometry and Calculus I and II/(4-4).
111:F;W;S;SS. 112:W;S.**

A study of basic analytical geometry, analytical trigonometry, limits, continuity, differentiation, and integration. To be included is a review of algebraic concepts necessary for the completion of the calculus sequence.

115. Calculus With Business Applications/(5).F;W;S.

An introduction to the concepts of differentiation and integration with particular emphasis upon their applications to solving problems that arise in the world of business. This course is designed primarily for business majors and is not open to mathematics majors.

211. Analytic Geometry and Calculus III/(4).S.

A study of trigonometric and exponential functions, parametric equations, arc length, polar coordinates, and methods of integration. Prerequisite: Mathematics 112.

212-213. Analytic Geometry and Calculus IV and V/(4-4).F-W.

A study of applications of integration, solid analytic geometry, vectors in two and three dimensions, infinite series, partial differentiation, and multiple integration. Prerequisite: Mathematics 211.

214. Introduction to Linear Algebra/(4).W;S.

A study of vectors, matrices, and linear transformations, principally in two and three dimensions.

**248. Independent Study/(1-6).
F;W;S;SS.**

301-302. Intermediate Analysis/(3-3).W-S.

A treatment of the calculus of real valued functions of real variables which is designed for the junior level student who will likely be teaching elementary calculus. Prerequisite: Mathematics 321 or permission of instructor.

311-312. Differential Equations/(3-3).F-W.

A study of methods of solution of ordinary differential equations. Prerequisite: Mathematics 211.

**321-322. Modern Algebra/(3-3).
F-W.**

A study of rings, integral domains, integers, fields (rational, real, and complex), groups, and polynomials. Prerequisite: Mathematics 211 or permission of the instructor.

325. A Study of Integers/(3).W;S.

A study of the integers beginning with the Peano postulates and including the Fundamental Theorem of Arithmetic, Diophantine equations, congruences, Fermat's and Wilson's theorems, perfect numbers, Euler's theorem, Fermat's conjecture, and the Goldbach conjecture. Emphasis will be on the historical as well as the theoretical development of the subject. Prerequisite: Mathematics 321 or permission of the instructor.

331-332-333. Mathematics for Elementary Teachers/(5-5-5).F-W-S.

A study of the area of mathematics related to the modern elementary school curriculum. To be included are topics from abstract algebra, geometry, number theory, mathematical logic, trigonometry, and intuitive calculus. Not open to mathematics majors. Prerequisite: Mathematics 104.

341. History of Mathematics/(3).F.

A study of the development of mathematical thought.

**348. Independent Study/(1-6).
F;W;S;SS.**

361-362. Introduction to Geometry/(3-3).F-W.

A study of the development of Euclidean geometry including both the synthetic and the metric approach. Topics to be considered include parallelism and similarity, measurements, ruler and compass constructions, and consideration of at least one non-Euclidean geometry. Prerequisite: Mathematics 211 or permission of the instructor.

371. Introduction to the Application of Mathematics/(3).S.

A survey of problems in the physical, engineering, biological, and management sciences in which undergraduate level mathematics is useful in the formulation and solution.

415. Introduction to Numerical Methods/(3).F.

The analysis and application of selected numerical methods for the solution of polynomial equations, systems of linear equations, and differential and integral equations. The student should have some familiarity with differential equations and computer programming.

416. Fourier Series and Boundary Value Problems/(3).W.

A study of several systems of orthogonal functions and how these systems are used to solve certain partial differential equations occurring in mathematical physics. Prerequisite: Mathematics 312.

417. Intermediate Differential Equations/(3).S.

A study of the theory of ordinary differential equations emphasizing the existence and uniqueness of solutions to certain classes of differential equations. Prerequisite: Mathematics 312.

**440. Undergraduate Seminar/(1-6).
On demand.**

(Permission to register must be given by the department chairman.)

456. Geometry for Elementary School Teachers/(3).S;SS.

An informal treatment of aspects of geometry which are relevant to the elementary school curriculum. The topics considered include congruence, measure of segments and angles constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Not open to mathematics majors.

459. Foundations of Arithmetic/(3).SS;Ex.

A study of the laws of arithmetic, concept of number, postulational treatment of number systems, logical reasoning. Not open to mathematics majors.

**461-462. Introduction to Real
Variables/(3-3).F-W.**

A rigorous treatment of the concepts of sequences, series, limit, continuity, differentiation, integration, and sequences and series of functions. Prerequisite: Mathematics 321-322.

**471. Elementary Group Theory/
(3).F.**

A study of group theory including such topics as quotient groups, permutation groups and finite Abelian groups. Prerequisite: Mathematics 321-322.

**472. Elementary Ring Theory/
(3).W.**

A study of rings, subrings, ideals, principal ideal domains and polynomial rings. Prerequisite: Mathematics 321-322.

**477-478. Introduction to Topol-
ogy/(3-3).F-W.**

A study of the basic concepts of general topological spaces including such topics as elementary point set topology, product spaces, metric spaces and continuous functions. Prerequisite: Mathematics 321-322.

**481. Foundations of Geometry/(3).
F;S.**

A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation to Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisite: Mathematics 362 and Mathematics 214.

Graduate Courses

**501-502-503. Numerical Analysis
with Computer Applications/
(3-3-3).F-W-S.**

A study of numerical methods of solutions of algebraic, differential, and integral equa-

tions and methods of integration with emphasis on the analysis of errors and convergence properties. Problem solving aspects will utilize computers. The course is directed toward the students who will be teaching computer-oriented mathematics courses as well as those who may work in industry. Prerequisite: Linear algebra, real analysis, and computer programming.

511-512. Real Variables/(3-3).F-W.

A study of the Lebesgue Integral leading to the proof and applications of the Lebesgue-Radon-Nikodym theorem. Prerequisite: Mathematics 462.

**513. Selected Topics in Analysis/
(3). On demand.**

**514. Complex Variables/(3). On
demand.**

An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera's theorem, and the Laurent series.

521. Galois Theory/(3).F.

A study of fields and field extensions. Prerequisite: Mathematics 471 and Mathematics 472.

**522. Vector Spaces and Modules/
(3).W.**

A study of rings and modules with special emphasis on the case where the ring is a field. Prerequisite: Mathematics 471 and Mathematics 472.

**523. Selected Topics in Algebra/
(3). On demand.**

531. Topology/(3).S.

A study of topology to include such topics as general product spaces, complete metric spaces, compactifications, embedding and metrization theorems, and quotient spaces. Prerequisite: Mathematics 478.

532. Algebraic Topology/(3).S.

A study of elementary homology and homotopy theory including applications in other areas of mathematics. Prerequisite: Mathematics 478.

533. Selected Topics in Topology/(3). On demand.

**540. Graduate Seminar/(1-6).
F;W;S.**

548. Independent Study in Mathematics/(1-6).F;W;S;SS.

Prerequisite: 18 hours of graduate mathematics.

**550. Master of Arts Thesis/(6).
F;W;S.**

559. Investigations in the Teaching of Mathematics/(3).SS.

An examination of recent research and experimental programs in the teaching of secondary school mathematics.

560-561. Analysis for Teachers/(3-3).SS.

A rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable.

563-564. Linear Algebra for Teachers/(3-3).SS.

A study of elementary concepts of linear algebra extending to a rigorous level of algebraic proof.

566. Topics in Algebra and Analysis for Teachers/(3).SS.

An extension of 561 and 564 with a treatment which investigates the unifying concepts of algebra and analysis.

567. Computer Applications in the High School/(3).SS.

An examination of ideas fundamental to computers and data processing together with programming experience. Effects of the computer on the high school curriculum and as a teaching aid will be discussed. Use of a computer will be included.

568. Mathematical Applications in the High School Disciplines/(3).SS.

An examination of mathematical theories with respect to their applications to other high school disciplines such as biology, chemistry, and physics.

569. Special Topics in Mathematics Education/(1-6).SS.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: 18 hours of graduate mathematics education courses.

Computer Science

A minor in computer science consists of 18 quarter hours and must include Computer Science 353.

**251. FORTRAN Programming/(2).
F;W;S;SS.**

A study of FORTRAN programming language and flowcharts as applied to scientific problems. Intended for any student having a need for computer assistance. No prerequisite.

252. COBOL/(3).W.

A study of the COBOL programming language. This course aims at a basic competence in writing and running COBOL programs.

**258. Introduction to Computer
Science/(3).F;S;SS.**

A study of the basic ideas about computers and their use. The course assumes prior knowledge of FORTRAN programming and makes use of programming as part of the activity. Topics covered include stored-program concepts, data representation and conversion, analysis of algorithms with flowcharts, and related topics.

**259. Advanced Programming/(5).
F;W.**

Compiler languages and their application to nontrivial algorithms—both numerical and nonnumerical.

353. Assembly Language Programming/(4).W;S.

A study of the use of computers in simulation, Monte Carlo methods of analysis, linear programming, and management information systems. Prerequisite: Computer Science 259.

355. Data Structures/(4).S.

A study of stacks, deques, trees, and other structures, together with algorithms for representing and using them. Prerequisite: Computer Science 259; (Computer Science 353 suggested.)

**356. Current Computer Use/(1-6).
On demand.**

This course consists of work done with a cooperating institution which makes use of computers. This work is to be part of the total computer-oriented activity of the cooperating institution so that it will contribute significantly to the student's background in the field. Permission to register must be given by the department chairman.

**357. Research Support/(1-6). On
demand.**

This course consists of assisting in research activities of various types and is aimed at the design and implementation of research which depends on the computer for computations. The student must be directly involved in providing the computer support phase of the research. Permission to register must be given by the department chairman.

**451. Studies in Computer Science/
(4). On demand.**

This course is intended to help the student advance himself (under the direction of an instructor) in the area(s) of his special interest in computer science. *It may be taken only after a minor in computer science is completed.*

Statistics

**380. Statistical Methods I/(4).
F;W;S.**

A study of statistical methodology including organization and presentation of data, probability, statistical distributions, hypothesis testing, simple regression. Emphasis will be on computational procedures rather than theoretical development. Prerequisite: Mathematics 107 or equivalent.

381. Statistical Methods II/(4).W;S.

A continuation of Mathematics 380. Topics covered will include regression, analysis of

variance, analysis of covariance and experimental design. Emphasis will be on computational procedures rather than theoretical development. Prerequisite: Mathematics 380.

382. Statistical Computation/(3).S.

Applications of digital computers in statistical analysis through utilization of canned programs. Emphasis will be on data preparation and interpretation of results. The student will program some statistical procedures. Prerequisite: Mathematics 380 and Computer Science 251 or 258.

421. Nonparametric Statistical Methods/(3). On demand.

A study of nonparametric methods in hypothesis testing. Emphasis will be on ap-

plications rather than theoretical development. Prerequisite: Mathematics 380.

422. Linear Statistical Models/(3). On demand.

A study of regression analysis, analysis of variance, analysis of covariance and associated tests of hypothesis via least squares theory. Prerequisite: Mathematics 214 and Mathematics 381.

491-492-493. Probability and Mathematical Statistics/(3-3-3). F-W-S.

A study of probability and statistics based on discrete and continuous sample spaces. Prerequisite: Mathematics 213.

Department of Philosophy and Religion

James W. Stines, Chairman

The objectives of the Philosophy and Religion Department are to acquaint students with the religious and philosophical history of mankind, giving special attention to those aspects of tradition having most to do with the shaping of the Western mind; to promote critical examination of philosophical and religious issues; and to promote a desire for advancing the skills and frontiers of knowledge in philosophy and religion and, thus, in every area of human endeavor where truth and the well being of persons are the goals.

In keeping with these objectives an interdisciplinary major and minor in philosophy and religion are offered. Within the framework of these programs one may choose to elect an emphasis in philosophy or religion. For participants in the graduate program a limited amount of graduate work is available, including a nine hour graduate minor. The minor program is designed for students on an individual basis. For further information contact the department chairman.

A major in philosophy-religion leading to the Bachelor of Arts degree consists of 45 hours. Each student must participate in the following core, to be taken if possible in the order listed: Philosophy 311, Religion 313, Religion 314, Religion 404 or Philosophy 308, and Philosophy 405. Each student must elect 26 additional hours, including two seminars.

A minor in philosophy-religion consists of 23 hours, including Philosophy 308 or Religion 404 and a three-hour seminar.

A student majoring in the department must obtain credit for two courses in literature outside the department. If a student has satisfied the general education requirement of two courses in literature by taking one or more of those courses in religion counting towards this requirement, he will be allowed to count them toward his major, but he must obtain additional credit in literature equal to that counted towards the major.

To earn the Bachelor of Arts degree the student must complete 9 quarter hours of a second year of a foreign language or higher. The department recommends that a major who anticipates graduate studies elect a second foreign language in addition to the one required (German and French are preferred).

The department requires a student majoring in philosophy-religion to take History 101, 102, 103, and 104 or the equivalent.

Courses of Instruction in Philosophy and Religion

(For a description of the notation used in the following list of courses, see p. 114.)

Philosophy

188. Basic Concepts in Philosophy/(3).F;W;S.

A general introduction to the basic patterns and methods of philosophy as presented through representative thinkers.

189. Ethics/(3).F;W;S.

A critical and historical examination of ethical systems and the meaning of moral ideas.

200. Logic/(3).F.

A study of logic method, cogency, and clarity in reasoning. The purpose is to develop the student's capacity for accurate reasoning and sustained reflection.

206. Aesthetics/(3).W.

A study of aesthetic values in nature, art, literature, music, and architecture.

248. Independent Study/(1-6). F;W;S;SS.

308. Philosophy Colloquium/(3).S.

Selected projects in philosophy. The projects will vary and barring duplication of content a student may repeat the course for credit.

311. Ancient Philosophy/(4).F.

An introduction to philosophy through the study of the pre-Socratic philosophers and of Plato and Aristotle.

313. Modern Philosophy I/(4).W.

A study of views of eminent philosophers of the seventeenth and eighteenth centuries, including Descartes, Hume, and Kant.

314. Modern Philosophy II/(4).S.

A study of the views of eminent philosophers of the nineteenth and twentieth centuries, including the German idealist tradition, the Anglo-American analytic tradition, and phenomenology and existentialism.

348. Independent Study/(1-6). F;W;S;SS.

**405. Contemporary Issues in
Philosophy and Religion/(4).S.**

A study of the most vital points of interaction between philosophy and religion in the twentieth century.

**410. The Nature of Reality and
Knowledge/(4).W.**

An investigation of the nature of reality, of knowledge, and of their interrelationship. Prerequisite: Philosophy 188 or 311 or permission of the instructor.

440. Seminar: Studies in Philosophy/(3).F;W;S.

An intensive study of one philosopher, philosophical movement, problem, or major idea. The subject of this course will vary and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: Philosophy 188 or 311 or permission of instructor.

Religion

Area I. The Nature of Religion

**200. Religion and the Life of
Man/(3).F;W;S.**

An analysis of the meaning of religious phenomena.

*Area II. The Major Religious
Traditions of the World*

A. Jewish Studies

**202. Introduction to the Old
Testament/(3).F;W;S.**

A study of the history, literature, and faith of Israel.

302. Judaism/(3).S.

An examination of the history, literature and faith of post-exilic Judaism.

B. Christian Studies

**203. The life and Teaching of
Jesus/(3).F;W;S.**

An examination of the life and teaching of Jesus as presented in the gospels of Matthew, Mark, and Luke.

**304. The Gospel and Revelation of
John/(3).W.**

A study of the major literature attributed to the Apostle John focusing on the Gnostic and apocalyptic alternatives for understanding the meaning of Christian existence.

313. Early Christianity/(4).F.

A study of Christianity from its origin to the fall of Rome, focusing on its struggle to interpret its mission in the context of the Roman Empire.

**314. Medieval Philosophy and
Religion/(4).W.**

An examination of Christian religious and philosophical movements from the fall of Rome to the Reformation.

**C. Near Eastern and Primitive
Religions**

**306. Islam and Near Eastern
Religions/(3).W.**

A study of primitive religions and of the historical development of the religions of the Near East with special emphasis on Islam and Zoroastrianism.

D. The Religions of the Far East

305. Buddhism and Far Eastern Religions/(3).F;S.

A study of the historical developments of the religions of India, China, and Japan.

Area III. Religion and Culture

206. Philosophy and Religion in America/(4).F;S.

An examination of the principal movements in philosophy and religion in America.

307. Christian Ethics/(3).W.

The nature of Christian ethics. Analysis of leading ethical themes based on the Christian gospel. History of Christian ethical thought and discussion of such problems as freedom, politics, race relations, war, and peace.

407. Religious Ideas in Literature/(3).F.

A study of the religious ideas in the writings of such men as Milton, Donne, Dante, Browning, Dostoevsky, Faulkner, Beckett, Kafka, Camus, Sartre, MacLeish, and T. S. Eliot.

Area IV. Disciplinary Studies

248. Independent Study/(1-6). F;W;S;SS.

348. Independent Study/(1-6). F;W;S;SS.

404. Religion Colloquium/(3).S.

Selected projects in religion. The projects will vary and barring duplication of content a student may repeat the course for credit.

440. Seminar/(3).F;W;S.

An intensive study of special problems, topics, or issues related to the study of religion. The subject matter of this course will vary and barring duplication of subject matter a student may repeat the course for credit.

Department of Physics

Walter C. Connolly, Chairman

The objectives of the Department of Physics are:

1. To give an understanding to the beauty and symmetry of the laws of nature.
2. To develop in all students a curiosity and questioning attitude toward their physical environment.
3. To train students to teach science at all levels.
4. To encourage students to consider graduate school with the aim of a professional life as a scientist.

In keeping with these objectives two undergraduate major programs are offered. Minor programs are offered for both the undergraduate and the graduate student.

A major in physics leading to the Bachelor of Arts degree consists of a minimum of 48 hours in physics above the 100 level including 211, 212, 213, 301, 302, 303, 304, 320, 330, and 450. In addition, 2 quarter hours minimum must be taken from Experimental Physics (440,441,442) and 13 quarter hours in physics electives. A physics major must take a year of chemistry and Mathematics 111, 112, 211, 212, 213, 311, and 312.

An undergraduate minor in physics consists of Physics 101-102, 103 or Physics 150-151, 152 and any 12 hours of electives in physics.

A graduate (M.A.) minor in physics consists of 9 quarter hours selected from physics offerings numbered 450 and above.

A major in physics leading to the Bachelor of Science degree and teacher certification consists of a minimum of 48 quarter hours in physics including 101-102, 103 or 150-151, 152, and 211, 212, 213, 301, 303, 320, and 450. In addition, 2 quarter hours must be taken from Experimental Physics (440,441,442) and 10 hours of physics electives. A physics major in this program must take a year of biology, a year of chemistry, and Mathematics 111, 112, 211, 212, 213, 311, and 312.

For the curriculum for a major in science and concentration in physics leading to the Bachelor of Science degree and teaching certification, see page 208.

Courses of Instruction in Physics

(For a description of the notation used in the following list of courses, see p. 114.)

101-102, 103. General Physics/ (4-4,4).F-W,S;SS.

A study of the basic principles of physics; mechanics, heat, sound, electricity, magnetism, light, and modern physics. Prerequisite: Mathematics 107 or equivalent. Lecture three hours, laboratory three hours.

culus. Especially designed for students majoring in chemistry, mathematics, and pre-engineering. Not recommended for freshmen. Lecture four hours, laboratory three hours.

211, 212, 213. Intermediate Physics I, II, III/(4,4,4).F,W,S.

An analytical and quantitative approach to classical physics employing calculus. A study of optics, radiation, mechanics, and electricity and magnetism. Designed for students majoring or minoring in physics. Prerequisite or corequisite: Mathematics 211, 212, 213. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture three hours, laboratory three hours.

105. Physics of Sound/(5).S.

A course designed primarily for music majors and for those interested in the science of wave phenomena. A study of audible sound, standing waves, resonance, auditory perception, instruction and room acoustics. A minimum of mathematical analysis will be used. Lecture four hours, laboratory two hours.

215. Descriptive Astronomy/(3). F;S;SS.

A study of our solar system, sun, moon, planets, meteors, comets; astronomical in-

150-151, 152. Analytical Physics/ (5-5,5).F-W,S.

An analytical and quantitative approach to classical and modern physics employing cal-

struments and their use; sightings of the moon and planets will be made from the departmental observatory. Lecture three hours. Same as Geology 215 and Geography 215.

216. Descriptive Modern Astronomy/(3).W.

A nonmathematical descriptive study of modern topics in astronomy emphasizing phenomena beyond the solar systems. Topics include: pulsating, explosive, and erratic stars; properties of stars and star systems; nebulae, quasars, black-holes, galactic dynamics and systems; cosmological models of the universe and physical evidence for extraterrestrial life. Topics from the properties of gravitation, light, emission and radiation of energy from atoms necessary for an understanding of the above phenomena will be treated. Several sightings from the physics department observatory will be made. Lecture three hours.

248. Independent Study/(1-6). F;W;S;SS.

301-302. Mechanics/(4-3).F-W.

A study of dynamics of rigid and nonrigid bodies, central force fields, damped and undamped vibrating systems, wave motion, Lagrange's and Euler's equations. Prerequisite: Physics 212 and Math 213. Lecture three hours, laboratory three hours for 301 and lecture three hours for 302.

303-304. Electricity and Magnetism/(4-3).W-S.

A study of electric and magnetic phenomena, electrostatics, Gauss' Law, resistivity and conductivity, direct and alternating currents, electromagnetic induction, Maxwell's equations. Prerequisite: Physics 213 and Math 213. Lecture three hours, laboratory three hours for 303 and lecture three hours for 304.

320. Modern Physics/(3).F.

A study of the more recent discoveries and developments in physics. Relativity; x-rays;

natural and artificial radioactivity; nuclear fission; atomic physics; high energy accelerators. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture three hours.

330. Heat and Thermodynamics/(3).W.

A study of the first and second laws of thermodynamics, including topics such as temperature measurements, transfer of heat; Maxwell's equations. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152 and Math 213. Lecture three hours.

348. Independent Study/(1-6). F;W;S;SS.

350. Physical Science Investigations/(5).W.

A course designed expressly for *elementary education majors* who choose their academic concentration in science. Classical and modern physical science will be discussed as a basis for the topics introduced in the upper elementary curriculum. Prerequisite: Biology 107 and Physical Science 101-102-103. Lecture four hours, laboratory two hours. Others may take this course with the approval of the chairman.

380. Nuclear Radiation Detection/(3).F.

A study of the theory and application of various types of nuclear detectors such as Geiger-Muller, scintillation, gas flow, photographic film, bubble chamber, etc. Theory and experiment with different counters, geometry of counters, probability of error in counting. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture two hours, laboratory three hours.

440, 441, 442. Experimental Physics (Maximum credit 6).F,W,S.

Advanced laboratory in mechanics, heat, optics, sound, nuclear, physics, electricity and

magnetism. Laboratory three hours for each hour of credit.

**450. Seminar/(Maximum credit 3).
F;W;S.**

A study of current physics research results.

453. Electronics/(4).W.

A study of the basic components, circuits, and systems encountered in electronic instrumentation. Special emphasis is given to the transistor, field effect transistor (FET), silicon controlled rectifier (SCR), and linear integrated circuits. Circuits and instruments for making quantitative measurements of the physical properties of biological and physical systems will be used. Prerequisite: Physics 101-102, 103 or Physics 150-151, 152. Lecture three hours, laboratory three hours.

**464-465, 466. Advanced Modern
Physics/(3-3,3).F-W,S.**

An introduction to Quantum Mechanics and the application of quantum ideas to nuclear physics, statistical mechanics, and solid state properties of matter. Prerequisite: Physics 301, 303, 320. Lecture three hours.

**470, 471. Physics for Teachers/
(3,3).SS.**

A study of the fundamental law of physics with emphasis on demonstrations and methods. Designed for those currently teaching science and for those planning to teach science. Lecture three hours.

**488. Special Topics Seminar/(3).
On demand.**

A seminar devoted to single topics such as: relativity, ultrasonics, advanced thermodynamics, research techniques, optics, etc. Prerequisite: Consent of instructor.

Department of Political Science

Richter H. Moore, Jr., Chairman

The purposes of the Department of Political Science are to enable students to critically observe, to analyze, and to understand the complex political world in which they live; further, its purpose is to encourage students to become knowledgeable and active citizens who play a role in the political processes of the nation and the world.

A major in political science leading to the Bachelor of Arts degree consists of 48 hours including Political Science 200, 201, 301 and one course in each of the following areas in political science: American political institutions, comparative political institutions, international relations, methodology and the political process, political theory, public administration, and public law and judicial behavior. The remaining 18 hours consist of electives. To earn the Bachelor of Arts degree, the student must complete 9 quarter hours of the second year of a foreign language.

A minor in political science consists of 24 quarter hours including Political Science 200 or 201. The remaining 21 hours are elective but the courses must come from at least three areas of political science, and 15 of the 21 elective hours must be taken at the 300-400 level.

The department also provides a concentration in political science for those majors in social science seeking a Bachelor of Science degree and teacher certification. See pages 208-209.

The Department of Political Science requires as a prerequisite for graduate work an undergraduate major or minor in political science. The academic Master of Arts degree requires a minimum of 45 quarter hours of graduate credit, including Political Science 500, 501, and 6 quarter hours for the thesis which is required. In addition to the course work, each candidate will demonstrate proficiency in reading a foreign language or using statistics and computer science as a research tool. In addition to the academic Master of Arts degree, a student may earn a Master of Arts degree with a major in political science in the program for secondary school teachers or the program for junior college teachers.

Courses of Instruction in Political Science

(For a description of the notation used in the following list of courses, see p. 114.)

200. Introduction to Political Science/(3).F;W;S;SS.

Political science as a discipline, its method and outlook. Introduction to scope and content of politics: theory and operations of democratic and nondemocratic governments. *Required of all political science majors and social science majors concentrating in political science.*

201. American National Government/(3).F;W;S;SS.

A study of the formation and development of the national government, its organization, functions, and powers.

202. Problems and Policies of American Government/(3).F;W;S;SS.

A study of the policies, function, and programs of the national government. Specific policies in the area of labor, agriculture, business, welfare, civil rights, and national security are critically analyzed against a background of history, politics, and governmental institutions.

203. State and Local Government/(3).F;W;S;SS.

A study of the organization, functions, and powers of state, county, and municipal government in the United States.

248. Independent Study/(1-6).F;W;S;SS.

265. Introduction to Public Administration/(3).F;S.

A study of administrative organization, relationships, and controls in the United States with emphasis on national public administration.

301. An Introduction to Political Analysis/(3).F.

An introduction to the basic research methods in political science: behavioral methods for collection, review, organization, and analysis of political data and historical quantitative comparative techniques of analysis.

**302. Political Theory Through The
Seventeenth Century/(3).F.**

A survey and analysis of political thought from Plato through the seventeenth century, including selected writings of Plato, Aristotle, Aquinas, Machiavelli.

**303. Modern Political Thought/
(3).W.**

A historical survey and philosophical analysis of political thought from the Reformation through the nineteenth century.

**304. Contemporary Political
Thought/(3).S.**

A critical study of the principal political theories of the present day.

**305. Government and Politics in
Rural America/(3).F.**

A study of governmental organization and community power structures in rural America with emphasis on current problem areas such as law enforcement, public service facilities and finances.

**306. Government and Politics in
Urban America/(3).W.**

A study of the politics and problems of suburban and urban areas. The course will include government organizations, community power structure, urban political organizations, and selected problems of urban government.

**309. American Political Parties/(3).
F;SS.**

A study of the nature, organization, administration, function of political parties, with consideration given to their role in democracy, pressure groups, problems of American suffrage, political campaigning.

**310. International Relations/(3).
F;S;SS.**

A survey of the problems in international relations, including power politics and organizations for settling international problems.

**340. Public Opinion and Propa-
ganda/(3).F;S.**

A study of the media and techniques of propaganda, and of propaganda as an instrument of public opinion formation. Concepts from political science and sociology will be used in an analysis of the formation and nature of public opinion and pressure groups. (Same as Sociology 340)

**348. Independent Study/(1-6).
F;W;S;SS.**

360. Introduction to Law/(3).F.

An examination of the antecedents of the American legal system; emphasis on selected legal systems and political institutions of the Hebrews, Ancient Greece, Rome, and Medieval Europe; the evolution of Roman law, the influence of the Christian Church and of English common law and equity.

**361. The American Judicial Proc-
ess/(3).F.**

An examination of judicial systems, court procedures, appeals procedures, and the use of legal reference materials with selected cases.

**364. The Administrative Proc-
ess/(3).F.**

Consideration of the process and environment of American public administration with emphasis on the decision making process and on the role of administrative agencies in the development and execution of public policy. The approach will be analytical rather than descriptive, with extensive use of case studies.

**369. The Legislative Process/
(3).W.**

A study of the structure, functions, and behavior of local, state, and national legislative bodies with emphasis on composition, leadership procedures, party and interest group roles, constituency influence, and representation theory.

402. The Presidency/(3).F.

The central role of the American Presidency in the political processes. Emphasis on contemporary institutional nature of that office and the behavior of its occupants.

**408. Governments and Politics in
the Middle East/(3).W.**

A study of the governments and politics of Iran, Iraq, Syria, Lebanon, Egypt, Jordan, Saudi Arabia, and Turkey.

**451. Governments and Politics of
Asia/(3).F.**

A study of the policies and institutions of the major Asian governments. Primary emphasis is given to the political evolution and current implementation of the major internal and foreign policies of Japan, China, and India.

**452. Latin American Government
and Policies/(3).F.**

The structure and dynamics of Latin American political institutions. Attention is given to formal institutions and to basic social, economic, and cultural factors.

454. The Electoral Process/(3).S.

An examination of the factors which contribute to an electoral choice. Both sociological and psychological influences are considered.

**455. American Political Thought/
(3).W.**

A study of the main currents of political thought in the United States from 1776 to the present.

457. International Law/(3).W.

An examination of the nature, scope, sources and sanctions of international law; the rights and duties of states and individuals.

**458. International Organizations/
(3).S.**

An examination of the development and functioning of world organizations with special emphasis on the United Nations and its specialized agencies.

**460. American Foreign Policy/
(3).S.**

A study of the political process by which contemporary foreign policy is made and executed.

**462, 463. Constitutional Law of
the United States/(3,3).W,S.**

An intensive study of the court decisions which have contributed to the contemporary interpretation of the American Constitution.

466. Administrative Law/(3).S.

A study of administrative powers and procedures in the U.S. with special attention to the legal and administrative methods of achieving a responsible bureaucracy and of balancing public interest with private rights.

**467. Public Personnel Administration/
(3).W.**

A study of public personnel systems in the U.S. with major concentration on the national civil service system. Special emphasis

is given to current research in the areas of leadership, informal organization, motivation, and small group theory.

470. Political Sociology/(3).S.

(Same as Sociology 470)

473. Politics of Developing Nations/(3).W.

An examination and analysis of the political processes in the developing areas of the world, consideration of stresses of change, the international interactions and behavior of nations in their struggle toward political modernization.

475. The Governments and Politics of Western Europe/(3).F.

A survey of the governmental institutions and political process in the parliamentary democracies of Western Europe with special emphasis on Great Britain, Federal Republic of Germany, and France.

476. Governments and Politics of Eastern Europe/(3).W.

A survey of the governmental and party institutions, practices, and procedures in the Soviet Union and Eastern Europe.

478. Governments and Politics of Africa South of the Sahara/(3).S.

A study of the governments and political institutions, domestic and international politics of the independent states of subSaharan Africa.

480. Internship in Public Affairs/(3-6).F;W;S;SS.

Field work in the office of a governmental agency; city, county, state, or national. Under certain circumstances, it might be the office of a political party organization or in that of some organized pressure group. The

type of internship and place of organization in which it is taken must be satisfactory to the student and to the department. A research paper in which the student correlates his academic knowledge with his practical experience is required.

481. The Political Novel/(3).W.

An examination of the contributions of the novelist in creating a political model that can be used to effectively explain and describe political behavior.

482. Political Leadership/(3).W.

An examination of the factors responsible for the development of the political leader; the influence of third persons, health, family background, personality, social class, and accidents of history that place a particular individual in a position to assume leadership.

490. Seminar: Scope and Methods of Political Science/(3).W.

Graduate Courses

500. Bibliography and Research/(3).F.

Hoffman.

501. Reading and Research in Political Behavior/(3).W.

A comparative analysis of the factors influencing political behavior, political socialization, and political participation. *Hoffman.*

504. Seminar in American Government and Politics/(3).F;SS.

Special investigation of selected topics in American government and politics. The topic will vary from year to year and barring duplication may be repeated for credit. *Moore, Sutton.*

505. Reading and Research in Empirical Political Theory/(3).S.

An in-depth analysis of political belief systems, recent democratic theories, and political personality. *Hoffman.*

508. Reading and Research in Public Law and Judicial Behavior/(3).S.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. *Moore.*

510. Democratic and Totalitarian Systems/(6).SS.

A comparative analysis of constitutional democracy and totalitarian systems. Offered as a summer institute. *Hughes, Moy.*

513. Readings and Research in International Relations/(3).W;SS.

This course will concern itself with indepth treatment of the problems and policies of developing nations, the issues of colonialism, imperialism, nationalism, and an examination of current methodological trends in the exploration of these problem areas. *Barghothi, Moy.*

515. Problems of Public Administration/(3).S.

An examination of selected problems in public administration with emphasis on analytical case studies.

517. Geographic Aspects of World Affairs/(3).S.

A geographic analysis of major world movements and events associating the physical environment with social, political, racial factors. *Yoder.* (Same as Geography 523)

525. Seminar in Comparative Government and Politics/(3).F;SS.

An examination of selective areas of comparative governments. The topic will vary from year to year and barring duplication may be repeated for credit. *Moy.*

535. Problems in State and Local Government/(3).W.

Research on selected topics and American state and local government. The topic will vary from year to year and barring duplication may be repeated for credit. *Williamson.*

540. Seminar/(3).On demand.

Staff.

548. Independent Study in Political Science/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(3-6).F;W;S;SS.

Department of Psychology

Walter T. Snipes, Chairman

The objectives of the Department of Psychology are:

1. To prepare students for postgraduate and terminal programs in psychology.

2. To create viable interest in psychology—an interest that will be paralleled by a growing competency in the discipline.
3. To provide future teachers with workable repertoire of sound psychological principles to underlie the teaching methodology.
4. To advance psychology as a science and as a means of advancing human welfare.

A major in psychology leading to the Bachelor of Arts degree consists of 42 quarter hours including Psychology 201, 202, 321 or 365, 364, 457, 458; one course from 301, 450, 451, 452; Mathematics 380; and 17 quarter hours of psychology electives.

A minor in psychology consists of 21 quarter hours including 201, 202, and 15 quarter hours of electives.

The Master of Arts degree in general-theoretical psychology consists of 45 quarter hours including 6 quarter hours credit for research and thesis. Required courses include Psychology 457, 458, 500, 534, and 550. A candidate must take any four of the following courses: Psychology 466, 528, 529, 530, or 531. A reading knowledge of an approved foreign language is required of all candidates for the degree. The candidate may select a minor field in sociology or the physical or biological sciences. Within the general-theoretical framework, a candidate may choose to pursue a program for junior college teaching or rehabilitation psychology and take 54 quarter hours credit rather than completing a thesis. Specific courses in the junior college program include Psychology 457, 458, 500, and 534, as well as Administration, Supervision and Higher Education 544. The candidate will choose *four* of the following: Psychology 466, 528, 529, 530, or 531; and *one* of the following: Administration, Supervision and Higher Education 544, 545, or 574. The candidate must also have an undergraduate major in psychology. The rehabilitation psychology program consists of 54 hours including 6 quarter hours for a one quarter internship. Core courses include Psychology 500 or Counselor Education and Reading 500, Psychology 375, 376, 377, 460, 532, 537, and 554. The minor for this program is in junior college teaching and the student should select 6 hours within this area. The Master of Arts degree in clinical psychology consists of 70 quarter hours of graduate credit including 6 quarter hours of research and thesis and 12 quarter hours of internship. Required courses include Psychology 500, 526, 536, 537, 550, 551, 552, 553, 554, 558, 559, 560, and 561. In addition to course work, thesis, practicum, and internship, each candidate shall demonstrate reading proficiency in an approved foreign language.

Courses of Instruction in Psychology

(For a description of the notation used in the following list of courses, see p. 114.)

201. General Psychology/(3).F;W;S.

Emphasizes psychology as a science of human behavior; man as a biological organism in a social world; man as a motivated person with attitudes, emotions, needs, desires; man as a thinking, imagining, reasoning, learning person. Attempts to relate man to his biological, physical, cultural, and personal worlds.

202. General Psychology/(3).F;S.

A continuation and extension of 201. Emphasis placed on emotional and social handicaps, cognitive processes, personality, group-related behavior, communication, and industrial psychology.

248. Independent Study/(1-6).

F;W;S;SS.

301. Human Growth and Development/(3).F;W;S.

A study of the interaction of biological and environmental factors in the growth of the individual from conception to maturity.

302. Educational Psychology/(3).

F;W;S.

An analysis of the processes important in learning. The major concepts, theories, and research in learning, thinking, and development are emphasized. Special attention is given to educational applications. Required of majors in elementary and secondary education.

303. Principles of Behavior/(3).

F;W;S.

A study of the meaning, dynamics, and determinants of personality. Effective and unsuccessful kinds of adaptation are contrasted. Emphasis is placed on educational application. Required of majors in elementary and secondary education.

320. Motivation/(3).F.

Theories and experimentally determined facts concerning drives, needs, preferences, and desires. Prerequisite: Psychology 201.

321. Physiological Psychology I/(3).W.

A study of organism-environment interaction. Emphasis on neuroanatomy, sensations, and perception. Prerequisite: Psychology 202.

**348. Independent Study/(1-6).
F;W;S;SS.**

364. Principles of Learning/(3).F.

A topic approach to the psychology of learning. Includes reinforcement, extinction, patterns of reinforcement, generalization, discrimination, transfer of training, retention, forgetting, etc. Prerequisites: Psychology 201 and Mathematics 380.

365. Experimental Psychology/(3).W.

A concentration upon the description of problems, methods, design, and procedures for analyzing data. Prerequisites: Psychology 201 or 202 and Mathematics 380.

375. Introduction to Rehabilitation/(3).F.

A study of the historical development of vocational rehabilitation. Emphasis placed on the conceptual, philosophical, and legal aspects of the vocational rehabilitation program. Prerequisite: Psychology 201 or permission of instructor.

376. The Rehabilitation Process/(3).W.

The concept of counseling in rehabilitation. The basic aspects of human growth and behavior; counseling definitions and theories. Prerequisite: Psychology 201 or permission of instructor.

377. Medical Aspects of Disability/(3).S.

Medical aspects of physical and emotional disabilities in relation to rehabilitation processes.

440, 441, 442. Seminar in Psychology/(1,1,1).F,W,S.

Consideration of some of the contemporary research issues in psychology. Opportunities for majors to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisites: 18 hours of psychology or permission of chairman.

450. Psychology of Personality/(3).F.

A study of factors involved in the development of personality. Prerequisite: Psychology 201.

451. Social Psychology/(3).W.

A study of social implications and applications of group stimulation, response, interaction, change, and sometimes disintegration.

452. Abnormal Psychology/(3).S.

A study of various abnormal phases of behavior; prevention and treatment of certain social-emotional problems; examination of recent clinical and experimental findings. Prerequisite: Psychology 201 or 303.

455. Advanced Educational Psychology/(3).F;W;S.

The psychology of learning as it applies to the learner, the learning process, and the teaching situation.

457. Physiological Psychology II/(3).S.

An in-depth examination of the physiological correlates of behavior. Emphasis placed on sleep and dreams, memory, emotions, hunger and thirst, and sexual behavior. Prerequisite: Psychology 321.

458. History and Systems of Psychology I (3).F.

An overview of the origins and development of psychological concepts, movements and

fields of study existing before and during the early 1900's. Emphasis placed on an understanding of the philosophical thought lying behind current psychological systems. Prerequisites: 12 hours of psychology.

459. History and Systems of Psychology II/(3).W.

A depth study of twentieth century psychological systems and theories. Emphasis placed on an understanding of current psychological issues, formulations, and methodologies. Prerequisite: Psychology 458.

460. Psychology of Disability/(3).S.

Examination of the physical, psychological, and sociological problems associated with handicapping conditions. Prerequisite: Psychology 201, 375 or permission of instructor.

461. Field Work in Vocational Rehabilitation/(3).S.

Supervised field placement in a rehabilitation facility or district office to expose the student to contemporary problems and issues of the physically, mentally, and socially handicapped and provide him an opportunity to apply the basic principles of vocational rehabilitation. Prerequisite: Permission of instructor.

466. Comparative Psychology/(3).S.

Covers psychological processes in infrahuman organisms, the place of animal experimentation in psychology and animal research. Prerequisites: Psychology 201 and Mathematics 380 or equivalent.

470, 471, 472. Industrial and Organizational Psychology/(3,3,3).F,W,S.

A survey of potential and actual applications of psychological principles and methods to the problems of business and industry. Attention given to the structure and dynamics

of organization, labor management relations, and employee and consumer behavior. Prerequisite: Psychology 201.

475. Behavior Modification/(3).W.

Operant and classical conditioning procedures and other techniques derived from the learning laboratory applied to personal, interpersonal, and learning problems. Prerequisite: Psychology 364.

Graduate Courses

500. Research Problems/(3).F;SS

A study of research problems, types of research, organization and reporting research. Required in the first quarter of graduate study. *Staff*.

502. Psychology of Adolescence/(3).S.

A consideration of the physical, intellectual, social, and emotional changes expected during adolescence. Prerequisite: 9 hours of psychology or permission of instructor. *Snipes, Crouch, Knight., Deni*.

503. Child Psychology/(3).W.

A study of the principles of development from conception to puberty. Emphasis will be placed upon emotional, intellectual, social, and physiological facets of behavior which have particular implications for teachers, counselors, and librarians. *Crouch, Snipes, Long, Deni*.

512. Psychology of the Socially and Emotionally Maladjusted/(3).W.

Characteristics, identification, and programs of prevention and re-education for both the emotionally disturbed and the socially maladjusted. Credit for both Childhood Education 526 and Psychology 512 is not permitted. *Wesley, Moss, McDade*.

514. Psychological and Educational Testing/(3).F;W;S;SS.

(Same as Counselor Education and Reading 514)

519. Analysis of the Individual/(3).W.

An application of psychological principles and guidance techniques of self-appraisal of the personality of others. Prerequisite: Psychology 450. *Wesley, Levin*.

521. Vocational Planning for the Handicapped/(3).SS.

(Same as Childhood Education 521)

526. Psychological Assessment I/(3).F;W.

A study of the development, standardization, administration, and interpretation of the Wechsler Scales, Stanford-Binet, and selected other individually administered psychometric instruments. Supervised practice in administration. Prerequisite: Psychology 514 or equivalent. *Johnson, Levin, McDade, Maris*.

528. Theories of Learning/(3).F.

A course designed to promote understanding of the theories of learning of historical and current value. Prerequisite: Psychology 364 or 455. *Brigner, Fox, Moss, Terrant*.

529. Advanced Experimental Psychology/(3).S.

The application of experimental methods to a variety of psychological phenomena. Emphasis will be placed upon each student conceiving, conducting, and reporting an experiment. Prerequisite: Psychology 365 or equivalent. Lecture two hours, laboratory two hours. *Brigner, Fox, Terrant*.

530. Theories of Personality/(3).S.

A critical study of individual theories of personality structure and development with

their characteristic research and influence.
Clark, Maris, McDade, Long.

531. Advanced General Psychology/(3).F.

A critical study of some of the major experimental and research findings and methods in contemporary psychology. Prerequisites: Psychology 202 and 9 hours psychology. *Brigner, Duke, Moss.*

532. Evaluation of Exceptional Children/(3).F.

A study of special diagnostic procedures with children who have physical, intellectual, sensory impairments. Prerequisite: Counselor Education and Reading 456 or equivalent. *Winford, Knight.*

533. Rehabilitation of Persons with Neurological Defects/(3).W.

Special considerations appropriate to the rehabilitation of persons having a variety of neurological syndromes including epilepsy, "minimal brain dysfunction," cerebral palsy, aphasia, and similar problems. Prerequisite: Psychology 377 or permission of the instructor. *Knight.*

534. Advanced Statistics/(3).W.

Statistical estimation, inference, hypothesis testing, scaling, and the use of quantitative models in design and analysis of research. Prerequisite: Mathematics 381 or equivalent. *Dowell, Fox, Terrant.*

535. Advanced Abnormal Psychology/(3).F.

A critical examination of major theories and data concerning the emotionally handicapped. Emphasis placed on recent findings and experimental research. Prerequisites: Psychology 450 or 530, 452 or permission of instructor. *Johnson, Maris.*

536. Theories of Psychotherapy/(3).S.

A critical evaluation of major theories of psychotherapy, including cross cultural

studies, current applications, and research findings. Prerequisite: Psychology 535 and 537. *Levin, McDade.*

537. Behavior Change I—Behavior Therapy/(3).W.

Theory and practice of learning principles applied to modifying maladaptive behavior in the therapeutic setting. Prerequisite: Psychology 551. *Clinical Staff.*

540. Seminar in Psychology/(3).S.

Consideration of some of the contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisite: Graduate status or permission of instructor. *Staff.*

548. Independent Study./(1-6).F;W;S;SS.

Staff.

550. Master of Arts Thesis/(3-6).F;W;S;SS.

Staff.

551, 552, 553. Clinical Practicum I/(3,3,3).F,W,S.

Introduction to interdisciplinary team approach to problems in vocational and emotional areas; directed observation of staffings, interviews, psychotherapy, and psychological assessment at the Psychological Services Center. Prerequisite: Admission to MA program in clinical psychology. *Clinical Staff.*

554. Clinical Practicum II/(3).F.

Progressive assumption of clinical responsibility in psychotherapy, psychological testing, referral procedures; supervision in these areas by licensed psychologists at the Psychological Services Center or other designated practicum locations. Prerequisite: Clinical Practicum I. *Clinical Staff.*

555. Advanced Developmental Psychology/(3).F.

Study at advanced level of developmental stages throughout the course of life, from conception through old age. Special attention will be given to current theories, to methodology, and to illustrative areas of research. Prerequisite: Psychology 205 and preceded by, or taken concurrently with, Psychology 457. *Fox, Snipes.*

556. Experimental Analysis of Mental Deficiency/(3).W.

Research, etiology, diagnosis, prognosis, and behavior modification in the area of mental deficiency. Prerequisite: Psychology 555. *Johnson.*

557. Clinical Psychology/(1).F.

Seminar on issues in professional clinical psychology; licensing, ethical and legal considerations in clinical psychology, role relations with other professions. Prerequisite: Clinical Practicum I. *Clinical Staff.*

558. Psychological Assessment II/(3).W.

Theory, research findings, and clinical applications of major projective techniques,

with emphasis on Rorschach and TAT. Prerequisite: Psychology 526, 535. *Levin, McDade.*

559. Psychological Assessment III/(3).F;S.

Advanced supervision in techniques of individual psychological evaluations, including interview techniques, behavioral observations, and assessment of personality and intellectual functioning in persons with behavior disorders; the writing of meaningful psychological reports, including appropriate recommendations for treatment or referral. Prerequisites: Psychology 526; Clinical Practicum I. 551, 552, 553. *Levin, McDade.*

560, 561. Internship/(6,6).W,S.

Six months full time placement in mental health setting under supervision of a licensed psychologist; psychological evaluation, individual and group psychotherapy; work with interdisciplinary team; consultation with community agencies, schools, and work in institutional settings. Prerequisite: Completion of course work in MA Clinical Psychology program. *Clinical Staff.*

Department of Sociology and Anthropology

Alfred M. Denton, Jr., Chairman

The purposes of the Department of Sociology and Anthropology are:

1. To help the student gain an understanding of the structures and processes through which the individual participates in society.
2. To help provide a mature understanding of social behavior.
3. To prepare students for post-graduate programs in sociology and anthropology.
4. To help prepare future teachers in colleges and in primary and secondary schools.
5. To help prepare students for a wide variety of vocations and professional careers.

The undergraduate major in sociology and anthropology leading to the Bachelor of Arts degree is designed so that the student may concentrate in either sociology or anthropology.

For the major in sociology and anthropology, the concentration in sociology consists of 43 quarter hours including Sociology 201, 302, 461, Anthropology 210, Mathematics 380, and 27 quarter hours of electives in sociology. Anthropology 245 and 315 may be taken for credit toward the concentration in sociology. Mathematics 107 should be the course taken to fulfill the mathematics requirement in general education.

For the major in sociology and anthropology, the concentration in anthropology consists of 43 quarter hours including Anthropology 210 and 420, Sociology 201, 302, Mathematics 380, and 27 quarter hours of electives in anthropology. Mathematics 107 should be the course taken to fulfill the mathematics requirement in general education.

A minor in sociology consists of 24 quarter hours including Sociology 201, Anthropology 210, and 18 quarter hours of electives in sociology.

A minor in anthropology consists of 24 quarter hours including Anthropology 210, Sociology 201, and 18 quarter hours of electives in anthropology.

For the curriculum for a major in social science with concentration in sociology and anthropology, leading to the Bachelor of Science degree and teacher certification, see pages 208-209. Mathematics 107 should be the course taken to fulfill the mathematics requirement in general education.

The major for the master's degree in the junior college teacher program consists of 36 quarter hours in sociology and anthropology, 6 hours of which may be for a thesis if the candidate elects to write a thesis. The total number of hours required in the program is 45 if the candidate chooses to write a thesis. If the candidate chooses not to write a thesis, the major in sociology and anthropology is 36 quarter hours and the total program consists of 54 quarter hours.

The major for the master's degree in the program for the preparation of secondary school teachers consists of 33 quarter hours in sociology and anthropology, 6 hours of which may be for a thesis if the candidate elects to write a thesis. The total number of hours required in the program is 45 if the candidate chooses to write a thesis. If the candidate chooses not to write a thesis, the major in sociology and anthropology is 36 quarter hours and the total program consists of 54 quarter hours.

In either of the two graduate programs, the required courses in sociology are 500, Bibliography and Research; 505, Theory Construction; and 525, Contemporary Sociological Theory. Mathematics 381, Statistical Methods II, is required and the candidate will receive sociology credit. If the candidate has not had Mathematics 380, Statistical Methods I, and Sociology 461, The Development of Sociological Theory, he must take them and may receive graduate credit for 461.

For further information about required courses in education and other information about these graduate programs, consult the Graduate School catalog.

Courses of Instruction in Sociology and Anthropology

(For a description of the notation used in the following list of courses, see page 114.)

Sociology

110. Marriage and Family Relations/(3).F;W;S.

Analysis of the forms and functions of family relationships; sex roles, marital choice, procreation, and socialization; history of American family patterns and effects of contemporary social changes. *This course is for freshmen and sophomores. Others must have permission of instructor.*

120. Social Problems in American Society/(3).F;W;S.

Some of the major social problems in American society will be analyzed through the application of basic sociological principles. Evaluation will be made of the techniques utilized by society to alleviate social problems, along with an analysis of the impact of social and technological change. *This course is for freshmen and sophomores. Others must have permission of instructor.*

201. General Sociology/(3).F;W;S.

An introduction to the field of sociology. How society and its component parts are structured; analysis of the structure and function of social institutions and groups; relationships of the individual to society. *Prerequisite to all sociology courses except 110 and 120.*

248. Independent Study/(1-6). F;W;S;SS.

302. Research Methods/(3).F;W;S.

Relationship of theory to research; research design, sampling procedures, research analysis.

304. Social Deviation/(3).F.

The course emphasizes the social factors in causation. Review is made of the leading theories in deviation and then deviation types are analyzed; homosexuality, drug use and addiction, alcoholism, alienation, etc.

306. Criminology/(3).F;S.

The study of crime and delinquency as social phenomena. Nature and types of criminal behavior, theories of causation, control and prevention; methods of treatment.

310. Juvenile Delinquency/(3).W.

Evaluation of knowledge and research in the causation and correction of juvenile delinquency; family background and socialization, individual life experience, cultural and ecological situations affecting delinquents; analysis of attempts to predict and control delinquency.

320. Collective Behavior/(3).F.

Analysis of crowd, mass, public behavior; patterns of leadership, institutionalization, and social control in social movements of various kinds and their effects upon the social order.

330. The Community/(3).S.

Analysis of the structure and functioning of rural and urban communities; social organization and social change within and among communities.

340. Public Opinion and Propaganda/(3).F;S.

A study of the media and techniques of propaganda and of propaganda as an instru-

ment of public opinion formation. Concepts from political science and sociology will be used in an analysis of the formation and nature of public opinion and pressure groups. (Same as Political Science 340).

**348. Independent Study/(1-6).
F;W;S;SS.**

355. Social Welfare as a Social Institution/(3).F;W.

Selected target populations are used for studying social services in American society. Historical perspectives, ideal and real values that underlie programming, service delivery networks, employment opportunities, and certain dilemmas are considered. Agency visits required.

356. Theory for Social Work Practice/(3).S.

Purpose, purview, fields, roles, and methods; principles of practice derived from psychological-social process bases. Case-work is emphasized. With consent of instructor, student may enroll in Sociology 449 to gain field experience. Prerequisite: Sociology 355.

**403. Sociology of Occupations/
(3).W.**

Examines occupations and their place and meaning in society; focuses on internal occupational structures and institutions and considers the meaning of occupations for individuals and society.

405. Population and Society/(3).W.

Systematic study of the growth and change of populations in relation to their cultural setting; trends in fertility, mortality, migration, composition, and population policies; national and international implications of recent population growth trends.

**415. Penology and Corrections/
(3).W.**

A review and analysis of the institutional and noninstitutional treatment of the offender,

considering modern philosophy and methods in treatment of adult criminals and juvenile delinquents. Prerequisite: Sociology 304 and *either* Sociology 306 or Sociology 310.

**440. Selected Topics in Sociology/
(3).On demand.**

Study, research, and writing in selected areas. A student may enroll in this course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.

**449. Field Experience; Internship/
(3-6).On demand.**

450. Race Relations/(3).F.

Analysis of intergroup relationships; the bases of conflict, accommodation, and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination. Prerequisite: Sociology 120 or 201.

451. Social Psychology/(3).W.

A study of the behavior and experience of the individual in social contexts.

455. Social Change/(3).F;W;S.

A review and analysis of modernization of society, the initiation and processes of change, and the effects of change on the social structure and social institutions.

461. The Development of Sociological Theory/(3).W;S.

Development of sociological theory from Auguste Comte (19th Century) to World War II.

470. Political Sociology/(3).S

Social influences on political behavior; the relationship between political and other institutions. (Same as Political Science 470).

480. Sociology of the Family/(3).S.

The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society.

Graduate Courses

500. Bibliography and Research/(3).W.

Brown, Keeter.

502. Concepts in Sociology/(3).F;SS.

Systematic survey and critical analysis of selected sociological concepts and theories. *This course is for graduate students who have only a limited background in sociology. Prerequisite: Permission of instructor or department chairman. Denton, Keasey, Keeter.*

505. Theory Construction/(3).F.

This course will provide the tools for analyzing both the classical and contemporary forms of social theory and aid students in the development of their own theories and conceptual models as part of an integrated research process. The aim is to provide a background in the logic, structure, and usage of sociological theory. Required of all M.A. candidates. Prerequisite: Sociology 461 or equivalent. *Brown, Wise.*

508. Urban Sociology/(3).W.

Urbanism as a way of life. Growth and development of urban areas, urban social organization, change and problems, ecological patterning, urban planning and social controls. *Keeter.*

510. Social Structure/(3).S.

An analysis of social stratification, its nature and function, caste, estates, classes, rank,

and prestige; community power structure; bureaucratic organization. *Denton, Brown.*

515. Complex Organizations/(3).F.

An examination of theories of large scale organizations with a substantive, comparative analysis of types such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations. *Wise.*

520. Demography/(3).W.

A systematic survey and analysis of major theories of population growth and change. Intensive analysis of world population trends. *Denton, Brown.*

525. Contemporary Sociological Theory/(3).S.

A review and assessment of the works of leading contemporary sociologists with critical analysis centering around the nature of sociological explanation. *Keeter.*

540. Selected Topics in Sociology/(3).On demand.

Study, research, and writing in selected areas. A student may enroll in this course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.

548. Independent Study/(1-6).F;W;S;SS.

549. Field Experience; Internship/(3-6).On demand.

550. Master of Arts Thesis/(3-6).F;W;S;SS.

Anthropology

210. General Anthropology/(3).F;W;S.

An introduction to the field of anthropology; a general survey of human evolution,

the varieties of human societies around the world, and the nature of culture. (*Prerequisite to all other courses in anthropology*)

235. North American Archaeology/(3).F.

A general survey of Indian life in North America before white contact. Basic archaeological concepts will be introduced; emphasis on the prehistory of the Eastern U.S., the Southwest, and the Great Plains.

245. Man and His Environment/(3).F;W.

The interrelationship between man and his natural environment. How man adapts to and changes his surroundings; the role of the environment in man's biological and cultural evolution; the effects of environmental deterioration on modern man.

**248. Independent Study/(1-6).
F;W;S;SS.**

**315. Cultural Anthropology/(3).
F;W;S.**

The nature of culture and society; a study of a variety of cultures on different developmental levels, including social, economic, political, educational, and religious systems and their interrelationships; a comparison of preliterate with contemporary societies.

**325. Physical Anthropology/(3).
F;S.**

The study of human evolution and of the variation in modern man including: the fossil record, evolutionary processes; development and dispersal of modern races.

335. World Prehistory/(3).F;W.

A study of the origins and development of cultures around the world from the earliest forms of fossil man to the high civilizations of the Old and New Worlds.

**348. Independent Study/(1-6).
F;W;S;SS.**

**401. North American Indians/
(3).W.**

An ethnographic survey of the American Indian cultures from the Arctic to Mexico. Prerequisite: Anthropology 210 or 315.

**402. Archaeological Method and
Theory/(3).S.**

A survey of the basic methods and techniques of archaeological field work and analysis and the theory of methodology of archaeological interpretation. Occasional weekend field trips. Prerequisite: Anthropology 235.

410. Social Anthropology/(3).W.

The cross-cultural study of social structure, based upon cross-cultural research. Consideration will be given to the contrast between the English and French schools of kinship model construction with emphasis on the varieties of social institutions among primitive societies. There will be analysis of the organization of primitive societies and of small communities in modern nonindustrial and semi-industrial states with consideration given to description and function of social organizational structures.

420. Ethnological Theory/(3).W.

A history of the development of ethnological theory from classical to modern times including intensive study of modern theoretical schools.

440. Selected Topics in Anthropology/(3).On demand.

Study, research, and writing in selected areas. A student may enroll in this course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.

445. Field School in Archaeological Methods/(6-9).On demand.

This course gives instruction in the methods employed by the field archaeologist and is taught on an archaeological site in the local area. Training in such skills as surveying, controlled surface collection, excavation, as well as washing, preserving, and analysis of artifacts will be given. Prerequisite: Anthropology 402.

449. Field Experience; Internship/(3-6).On demand.

465. Folk and Peasant Cultures of the Modern World/(3).S.

Descriptive and theoretical analysis of modern folk and peasant cultures in different areas of the world. Emphasis on problems of social change and urbanization.

540. Selected Topics in Anthropology/(3).On demand.

Study, research, and writing in selected areas. A student may enroll in this course up to three times for a total of 9 hours, providing the course content is nonduplicating. Prerequisite: Permission of instructor.



The College of Business





The College of Business

William V. Muse, Dean

The College of Business has as its primary aim the development of future leaders for the business, industrial, and educational communities. Through courses of instruction and other educational programs, an attempt is made to develop the analytical skill and decision-making ability of each student; to enhance one's understanding of economic concepts; increase his knowledge of business and educational practices and innovations; and to expand one's awareness of the role and function of industrial organizations.

Departments

The College of Business consists of the following four departments:

Accounting

Business Administration

Business, Economic, and Occupational Education

Economics

Degrees Offered

Through the College of Business, students can obtain the following degrees:

1. Bachelor of Science in Business Administration (BSBA), with majors in accounting, general business, economics, finance and banking, insurance and real estate, and marketing.
2. Bachelor of Science in economics and business (with teacher certification).
3. Bachelor of Arts in economics.
4. Master of Arts in economics and business.

Bachelor of Science in Business Administration Degree

In order for a student to earn the Bachelor of Science in Business Administration degree, the following requirements must be met:

1. Completion of a minimum of 183 quarter hours, with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on his work at Appalachian.
2. Completion of a minimum of 75 quarter hours of courses outside of the College of Business, including the general education requirements as outlined in the section on the General College.
3. Completion of a minimum of 75 quarter hours of courses in the College of Business, including:
 - A. 24 quarter hours of core courses:
Economics 201-202-203
Accounting 204-205-206
Business Administration 375-376
 - B. Completion of an additional 24 quarter hours of course work to satisfy the requirements of a major in one of the following areas: accounting, general business, economics, finance and banking, insurance and real estate, or marketing. A student must have at least a 2.00 grade-point average in all work attempted in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work attempted in the major at ASU.
 - C. Completion of an additional 27 hours in accounting, business administration, and/or economics, at the 300 or 400 level.
4. No minor is required for the BSBA degree.
5. Completion of residence requirements.
6. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
7. Recommendation of the faculty.

Advising and counseling assistance is available to each student to help him select and plan an academic program. However, the final responsibility for meeting all academic requirements remains with the student.

Bachelor of Science in Economics and Business

(with teacher certification)

For the general requirements for the Bachelor of Science degree with teacher certification, see pages 202 and 203 in this catalog.

Bachelor of Arts Degree in Economics

In order for a student to earn the Bachelor of Arts degree in the College of Business, the following requirements must be met:

1. Completion of at least a minimum of 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on his work at Appalachian.
2. Completion of general education requirements as outlined in the section on the General College.
3. Completion of 9 quarter hours of a second year of foreign language or higher. The Department of Foreign Languages places students at the level at which they are prepared to perform regardless of previously earned units.
4. Completion of a major in economics consisting of a minimum of 60 quarter hours. A student must have at least a 2.00 grade-point average on his work in the major. A transfer student must complete at least 12 quarter hours of work in his major at ASU and must have at least a 2.00 grade-point average on his work in the major at Appalachian.
5. Completion of a minor consisting of 21 to 24 quarter hours, outside the College of Business, from a department other than the departments of administration, supervision and higher education, childhood education, counselor education and reading, and secondary education.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
8. Recommendation by the faculty.

Advising and counseling assistance is available to each student to help him select and plan an academic program. However, *the final responsibility for meeting all academic requirements remains with the student.*

Master of Arts Degree

For the general requirements for the Master of Arts degree see the *Department of Business, Economic, and Occupational Education*.

Admission to the College of Business

To be admitted to the College of Business as a candidate for a baccalaureate degree, a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least a 2.00.

3. Completed:
 - a. English 100, 110, 120.
 - b. Mathematics 115. Mathematics 101 is acceptable for teacher certification.
4. Been accepted by the College of Business as a major in one of the areas designated.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

Courses of Instruction

Courses are listed in numerical order by departments which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 or 499 for seniors; 300 to 499 for graduate students with the approval of advisor; and 500 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 500 and above, the name of the professor who ordinarily teaches the course is given in *italics* following the course description.

The figure in brackets preceding a course title indicates the course number used in the catalog for 1972-73.

The figure in parentheses after the course title gives the credit in quarter hours; for example, the figure (3) means three quarter hours of credit.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex," for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered, indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarter offered indicates that the course is a one quarter course and is repeated in a subsequent quarter. If the course is a two or three quarter sequence, the semicolon in the quarters offered indicates that all courses listed are normally taught in the quarters indicated.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Transfer of Credit From a Two-Year Institution

Courses numbered 100-299 in the College of Business at Appalachian may be acceptable for transfer from an accredited two-year institution as credit toward meeting degree requirements within the college. Credit for upper-division courses (numbered 300 or above) taken at a two-year institution may be earned by examination.

Department of Accounting

Larry R. Trussell, Chairman

The objective of the Department of Accounting is to provide specialized and professional training in the fields of industrial, governmental, and public accounting.

A major in accounting, leading to the Bachelor of Science in Business Administration degree, may be obtained by completion of the following courses, in addition to the core courses required for the BSBA degree:

Accounting 306-307-308	Intermediate Accounting	9
Accounting 353	Cost Accounting	3
Accounting 409	Advanced Accounting	4
Accounting 452	Taxation	3
Bus. Adm. 400	Business Law I	3
Bus. Adm. 458	Principles of Finance	3

In addition to these requirements, each accounting major must complete a minimum of 27 quarter hours in accounting, economics, and/or business administration, in courses numbered 300 or above, with at least 6 of these hours being in accounting.

A minor in accounting may be obtained by the completion of 21 quarter hours, consisting of Accounting 204-205-206, Accounting 306, and 9 additional hours of electives in accounting.

Courses of Instruction in Accounting

(For a description of the notation used in the following list of courses, see p. 184.)

204-205-206. Principles of Accounting/(3-3-3).F-W-S.

Principles and fundamentals of accounting procedures and practices. Laboratories scheduled as needed.

306-307-308. Intermediate Accounting/(3-3-3).F-W-S.

Application of accounting to various forms of business organization. Prerequisite: Acct. 204-205-206.

248. Independent Study/(1-6). F;W;S;SS.

348. Independent Study/(1-6). F;W;S;SS.

353. Cost Accounting/(3).F.

Principles of manufacturing and distribution cost accounting. Material, labor, and overhead costs in job order and process cost accounting. Business procedures and their adaptation to business situations and needs of management. Prerequisite: Acct. 204-205-206.

357. Managerial Cost Accounting/(3).W.

Attention is given to internal reporting of product costing, personnel responsibility, alternatives, and competitive conditions. Prerequisite: Acct. 353.

381. Special Topics/(1-6). On demand.

409. Advanced Accounting/(4).F.

Further application of accounting to various forms of business organization. Prerequisite: Acct. 306, 307.

410. Advanced Problems in Accounting/(4).W.

Investigation into the special problem of accounting for branch and home offices, government units, judiciary accounting, and actuarial science. Prerequisite: Acct. 308.

452. Taxation/(3).W.

A presentation of the underlying principles of income taxation and the special accounting problems involved in the calculation of federal and state liability, with Acct. 204-205-206.

454. Government Accounting/(3).S.

Application of principles of accounting and budgeting of municipal, state, and federal

governmental units. Prerequisite: Two quarters of accounting on the 300 level.

455. Corporate Tax Accounting/(3).S.

A further study of tax accounting, with special emphasis placed on corporations, estates, and trusts. Prerequisite: Acct. 452.

456. Accounting and Management Decisions/(3).W.

A concentrated one-quarter course in accounting for non-business majors. Brief treatment will be given to the accounting cycle preparatory to a survey of managerial accounting. Subjects covered include budgets, cost behavior, standards, and planning. Prerequisite: Senior/Graduate standing. *Not* open to students who have had Acct. 204-205-206.

481. Seminar/(3). On demand.

482. Theory of Auditing/(5).F.

Basic principles of auditing with emphasis on analyzing and verifying records and reports. Prerequisite: Acct. 204-205-206.

483. C.P.A. Problems/(3).S.

A study of complex accounting problems under simulated C.P.A. examination conditions. Recommended only for those who are preparing to take the C.P.A. examination. Prerequisite: Acct. 306-307-308.

485. Managerial Auditing/(3).W.

A study of the procedures for auditing managerial performances in order to improve the efficiency and effectiveness of organizations. Prerequisite: Acct. 206.

Department of Business Administration

Shah Mahmoud, Chairman

The objective of the Department of Business Administration is to develop responsible and successful business leaders who have an appreciation of themselves, their environment, and the society in which they function.

Through the Department of Business Administration, students may obtain majors in general business, finance and banking, insurance and real estate, and marketing. Also available is an individually designed major which is described below.

Each major has a core requirement for the BSBA degree of the following courses: Accounting 204-205-206, Economics 201-202-203, and Business Administration 375-376. In addition to the specific requirements for each major which follow, each student must complete a minimum of 27 quarter hours in accounting, economics, and/or business administration in courses numbered 300 or above.

Major in General Business

Bus. Adm. 315	Principles of Management	3
Bus. Adm. 320-321	Principles of Marketing	6
Bus. Adm. 355	Management Information Systems	3
Bus. Adm. 360	Human Relations	3
Bus. Adm. 400-401	Business Law	6
Bus. Adm. 458	Principles of Finance	3

Major in Banking and Finance

Bus. Adm. 400	Business Law	3
Bus. Adm. 458-459-460	Principles of Finance	9
Bus. Adm. 462	Investment Management	3
Economics 307	Money and Banking	3
Economics 455	Public Finance and Taxation	3
Acct. 452 <i>or</i>	Taxation	
Bus. Adm. 461	Credit Management	3

Major in Insurance and Real Estate

Bus. Adm. 301	Salesmanship	3
Bus. Adm. 380	General Insurance	3
Bus. Adm. 400	Business Law	3
Bus. Adm. 458-459	Principles of Finance	6
Bus. Adm. 480	Principles of Life Insurance	3
Bus. Adm. 482	Principles of Property and Casualty Insurance	3
Bus. Adm. 485	Principles of Real Estate	3

Major in Marketing

Bus. Adm. 320-321	Principles of Marketing	6
Bus. Adm. 400	Business Law	3
Bus. Adm. 475	Managerial Decision Making	3
Four courses in marketing selected from		
Bus. Adm. 301, 322, 323, 421, 422, 423, and 425		12

Individually Designed Major

Any student, in consultation with an advisor and with the permission of the dean's office, may elect to adopt a major of 24 quarter hours, consisting of courses selected to fit his particular career objectives. Such a program will constitute a contract between the student and the College of Business and must be formulated at least one academic year prior to expected graduation.

Minor in Business Administration

A minor in business administration consists of Economics 200 and 18 additional hours of electives in business administration.

Courses of Instruction in Business Administration

(For a description of the notation used in the following list of courses, see p. 184.)

105. Elements of American Business/(3).F;W;S.

The relationship and responsibility of business to its economic, social, and political environment. Available to freshmen only.

248. Independent Study/(1-6).F;W;S;SS.

301. Salesmanship/(3).F.

A study of the basic principles and techniques of selling.

310. Introduction to Health Care Organizations/(3).F;S.

An examination of the basic principles of general health care administration with em-

phasis on the functional interaction between and within institutional departments and programs. The role of the health care administrator in the organization and the community will be considered.

315. Principles of Management/(3).F;W;S.

An integrated and analytical study of the functions of business, with emphasis on management, organization, ownership, and operation. Prerequisite: Junior standing.

320-321. Principles of Marketing/(3-3).F;W;S.

The basic principles of marketing as they relate to the economy. Prerequisite: Economics 201-202-203.

**322. Principles of Advertising/
(3).S.**

The principles of sales appeal through the various advertising media and the effect of advertising on business and the economy.

323. Industrial Purchasing/(3).W.

Investigation of problems involved in the purchasing of industrial products. Prerequisite: Bus. Adm. 320-321.

**348. Independent Study/(1-6).
F;W;S;SS.**

350. Internship/(9).F;W;S.

A full-time work experience in industry. (By permission only.)

**355. Management Information
Systems/(3).F;W;S;SS.**

A study of the construction and utilization of computer based management information systems in management planning and control.

**360. Human Relations in Manage-
ment/(3).W.**

An examination of the problems related to the proper use of human resources in business. An analysis of current trends in personnel practices and administrative human relations. Prerequisite: Bus. Adm. 315.

**366. Introduction to Data Process-
ing/(3).F.**

A study of the basic ideas behind digital computers and their use. Topics include the configuration of computers, programming analysis and flowcharting, number systems, stored program concepts, and an orientation to management and computers.

**367. Problems in Business Data
Processing/(3).W.**

An investigation of the operating problems and requirements of computer based data

processing. Course includes actual preparation and running of computer programs. Prerequisite: Bus. Adm. 366.

370. Organization Theory/(3).S.

A critical consideration of the functions of management, including determination of objectives, organization of resources, and the administrative process generally. Prerequisite: Bus. Adm. 315.

**375-376. Business Statistics/(3-3).
F;W;S;SS.**

A study of statistical techniques including measures of dispersion and central tendency, tests of significance, probability, and analysis of various relationships. Prerequisite: Math 107.

380. General Insurance/(3).F.

Types of insurance, insurance coverage, policy protection, company organization, and regulation.

**381. Special Topics/(1-6). On de-
mand.**

400. Business Law I/(3).F;W;S.

A treatment of the fundamental principles of law relating to business. Emphasis is placed upon the study of contracts, negotiable instruments, and agencies.

401. Business Law II/(3).W.

A continuation of 400. Emphasis is placed upon the study of personal property and bailments, sales, partnerships, corporations. Prerequisite: Bus. Adm. 400.

402. Business Law III/(3).S.

Real property, insurance, security devices, bankruptcy, trusts and estates, and government regulations. Prerequisite: Bus. Adm. 400.

**421. Retailing Management/(3).
F;S.**

Problems concerned with the management of retail operations. Prerequisite: Bus. Adm. 320-321.

422. Sales Management/(3).F.

Principles and practices in planning, organizing, and controlling a sales force. Prerequisite: Bus. Adm. 320-321.

**423. Distribution Management/
(3).W.**

Problems encountered in establishing and maintaining an effective channel of distribution. Prerequisite: Bus. Adm. 320-321.

425. Marketing Research/(3).S.

Techniques involved in the collection, tabulation, and analysis of marketing information. Prerequisite: Bus. Adm. 320-321, 375-376.

**435. Methodology of Health Care
Management/(3).W.**

Application of basic business and economic principles of the health care environment. Specific topics covered include financial management, law, personnel, and purchasing in the health care institution. Prerequisite: Accounting 204-205-206 and Economics 201-202-203 or by special permission of the instructor.

**450. Industrial and Labor Rela-
tions/(3).F.**

Practices and procedures in establishing effective labor-management relations. Prerequisite: Bus. Adm. 315.

452. Consumer Behavior/(3).S.

An examination of the theories of buyer behavior and research results concerning the behavior of consumers in buying goods

and services. Prerequisite: Bus. Adm. 320-321.

**458-459-460. Principles of Fi-
nance/(3-3-3).F-W-S.**

Survey of the financial area from the standpoint of the individual business corporation. Consideration of both internal financial management and external relationships with money and capital markets, financial planning, sources of funds, classes and types of securities, valuation of business enterprises. Prerequisite: Accounting 204-205-206 and Economics 203.

461. Credit Management/(3).F.

An analysis of the principles and practices in business consumer credit and collection. Topics studied include sources of credit, use of credit instruments, financial analysis, and sources of credit information. Prerequisite: Accounting 204-205-206 and Economics 201-202-203.

**462. Investment Management/
(3).W.**

A study of investment principles and practices. Emphasis is placed on the understanding of risks and the establishing of investment policies for both individual and institutional investors. Prerequisite: Accounting 204-205-206 and Economics 201-202-203.

**463. Production Management/
(3).S.**

An analysis of the managerial problems involved in the areas of product developing, plant and equipment, manufacturing planning and controls, production standards, forecasting, routing, scheduling, dispatching and material control. Prerequisite: Bus. Adm. 315, 376.

**467. Business Systems Analysis/
(3).S.**

The designing of data processing systems to satisfy business systems requirements. In-

cludes the techniques of computer based and noncomputer based systems. Prerequisite: Bus. Adm. 367.

471. Computer Simulation/(3).W.

A study of simulation and associated techniques with examples of simulation models as they apply to business and economics. Prerequisite: Bus. Adm. 367 and at least two courses in statistics. (By permission only.)

475. Managerial Decision Making/(3).W;S.

Management problems and methods involved in the operation of business institutions, including human resources, budgets, and organizational structure. The case method is applied heavily, with emphasis on oral and written communication. Prerequisite: Senior standing or permission of instructor.

477. Social Responsibilities of Management/(3).F.

A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: Senior standing.

478. Problems in Health Care Administration/(3).S.

An advanced seminar for the special study of practical problem solutions in the health care environment. Prerequisite: Bus. Adm. 350 or permission of instructor.

480. Principles of Life Insurance/(3).W.

An introductory study of life insurance. Prerequisite: Bus. Adm. 400 and Economics 203.

481. Seminar/(3). On demand.

482. Principles of Property and Casualty Insurance/(3).S.

Important property and casualty coverages; their application to business and personal risks.

485. Principles of Real Estate/(3).W;S.

The course covers the following areas: economics of real estate; legal instruments used in real estate transactions; the real estate market; the real estate business; and the public and real estate activities. Prerequisite: Bus. Adm. 400 and Economics 203.

486. Real Estate Law/(3).W;S.

An investigation of the legal aspects of real estate sales and development. Covers contracts, leases, state laws, and other related topics. Prerequisite: Bus. Adm. 400.

Graduate Courses

501. Corporation Finance/(3).W.

An intensive survey of the instruments and procedures of corporate finance. The internal and external sources of funds available to a business and corporate capital structures are analyzed. Mergers, recapitalizations, and intercorporate structures are discussed. Prerequisite: Bus. Adm. 458.

502. Marketing Management/(3).F.

Problems involving marketing organizations and methods with emphasis upon functions, institutions, and channels and their relationship to the consumer. Prerequisite: Bus. Adm. 320 or equivalent. *Staff.*

503. Advanced Business Law/(3).W.

Law as it applies to the everyday business transactions of individuals and the organization and operation of a business enterprise. *West.*

515. Business Management/(3).S.

Background, principles, techniques, and basic problems of business management; budgeting and purchasing policies; emphasis on interdependence and interrelationship of management activities and functions.

**516. Personnel Administration/
(3).S.**

Problems and practices in personnel management.

520. Internship/(6).F;W;S;SS.

A program involving intensive work experience in industry under faculty supervision. Prerequisite: Graduate standing.

**548. Independent Study/(1-6).
F;W;S;SS.**

Department of Business, Economic, and Occupational Education

Orus R. Sutton, Chairman

The objective of the Department of Business, Economic, and Occupational Education is to aid students in becoming effective business, economic, and occupational teachers at all educational levels.

The Bachelor of Science degree in economics and business, with teacher certification, has the following requirements:

Business Education	102, 103, 104, 302, 303, 403, 404, 405, 465
Accounting	204, 205, 206, and 306 or 452
Business Administration	315, 320, and 400
Economics	201, 202, 203

In addition to these requirements, a student must choose one of two options for certification by completing the indicated requirements:

OPTION I—Comprehensive Business Certification

Requirements: Bus. Ed. 201, 202, 203, 304, 305; 3 hours of electives in the College of Business in courses numbered 300 or above.

OPTION II—Basic Business Certificate

Requirements: Bus. Ed. 106, Bus. Adm. 380, Bus. Adm. 321, 9 hours of electives in the College of Business in courses numbered 300 or above.

Master of Arts

The Master of Arts degree in economics and business consists of 54 quarter hours, including Business Education 500; a course numbered 500 or above in marketing or finance; Business Administration 515; a course numbered 500 or

above in economics; 24 quarter hours selected with the approval of the graduate advisor; and the appropriate courses in secondary or junior college education.

Minor in Office Administration

A minor in office administration includes Economics 200 and 21 hours in office administration courses, of which 12 hours must be from courses numbered 200 or above.

Courses of Instruction in Business, Economic, and Occupational Education

(For a description of the notation used in the following list of courses, see p. 184.)

101, 102-103.

Typewriting/(3,3-3).F,W-S.

The typewriting keyboard and theory. Students who have completed successfully one semester of typewriting or equivalent are not eligible to register for 101. Recitation and laboratory five hours.

104. Mathematics for Business

Decisions/(3).F;W;S.

The fundamental processes of mathematics and their application to common practices. Available to freshmen and to upperclassmen by permission.

106. Personal Finance/(3).F;W;S.

Management of personal finances, budgeting, savings, insurance, stocks and bonds, and real estate. Available to freshmen and sophomores only.

201, 202-203. Shorthand/(3,3-3).

F,W-S.

Mastery of principles of Gregg Shorthand and ability to take dictation. Students who have completed successfully one semester of shorthand or equivalent are not eligible to register for 201. Recitation five hours.

248. Independent Study/(1-6).

F;W;S;SS.

300. Typewriting/(3).SS.

A terminal course in the use of typewriter and duplicating machines for nonbusiness students who have had no previous typewriting. Recitation and laboratory five hours.

302. Business Communications/ (3).F;W;S.

Study of basic principles, elements, and practices underlying all communication. Particular attention is given to the thinking and creative processes involved in problem solving and effective writing. Emphasis is on the psychology, planning, and writing for business.

303. Office Machines/(3).F;W;S.

Practice in the use of common office machines. Prerequisite: Typewriting and Accounting.

304. Advanced Shorthand/(3).F;W.

Ability to take rapid dictation and transcribe it is developed. Prerequisite: Bus. Ed. 202-203. Recitation and laboratory five hours.

305. Advanced Shorthand/(3).S.

Advanced study of shorthand dictation and transcription. Prerequisite: Bus. Ed. 202-203.

**312. Office Procedure and
Performance/(3).S.**

A study of office functions, services, procedures, and techniques for supervision and administration.

**348. Independent Study/(1-6).
F;W;S;SS.**

**381. Special Topics/(1-6). On de-
mand.**

**403. Cooperative Office Educa-
tion/(3).F;W;S.**

Actual work in an office. Group conferences to be arranged. (By permission only.) Prerequisite: Bus. Ed. 103 and 303 or equivalent.

**404. Principles of Occupational
Business Education/(3).W;S.**

A study in the curriculum, current problems and other interrelated factors in vocational business education. (By permission only.)

**405. Teaching the Non-Skill Busi-
ness Courses/(3).F;S.**

A study of the use of various teaching aids and successful methods used in the teaching of the basic business subject. (By permission only.)

441. Special Projects/(1-6).F;W;S.

Individual or group supervised experiences in selected areas of business and/or economics. Offered on demand and with approval of the chairman.

451. Office Management/(3).W.

A study of principles of scientific management as they relate to the office.

**465. Data Processing for Business
Educators/(3).F.**

A survey course covering an introduction to manual, mechanical, punched card and computer business data processing for business educators.

481. Seminar/(3). On demand.

Graduate Courses

**500. Bibliography and Research/
(3).F.**

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate students. *Sutton.*

**505. Current Problems in Business
Education/(3).F.**

Problems in organizing and administering business education programs. *Riner.*

**506. Instruction in the Secretarial
Subjects/(3).S.**

Trends and research in the teaching of shorthand, typewriting, and related subjects. *Tully.*

**507. Instruction in the Basic
Business Subjects/(3).S.**

Objectives, organization of the curriculum, instructional materials, and methods of instruction of the basic business subject. *Riner.*

**508. Business Report Writing/
(3).F.**

A study of principles and practices of business report writing required of men and women in their professional careers in business, industry, education, and government. Emphasis is on concepts, their illustrations and applications. Attention is given to the

creative and functional aspects in understanding the problems, gathering and organizing data and presenting reports for management, employees, and the public. *Tully.*

509. History and Philosophy of Vocational Office Education/(3).SS.

A study of the relationship of the history and philosophy of vocational education to the ideal school curriculum.

510. Administration and Supervision of Vocational Office Education/(3). SS.

A study of principles, practices, and techniques of organizing and supervising vocational office education programs.

512. Materials, Methods, and Equipment in Business Education/(3).SS.

Investigations and demonstrations of recently developed materials, methods, and equipment used in teaching the business subjects in secondary schools. Offered as workshop on demand. *Staff.*

517. Educational Innovations in Accounting/(3).W;SS.

A study of the changes of the philosophy and policies of accounting and innovative methods in teaching. *Sutton.*

520. Business and Economic Education for the Disadvantaged/(3).W.

A study of the disadvantaged, their environment, habits, motives, and values; and how to help them solve their problems through business and related fields.

521. Methods of Developing Economic Concepts/(3).S;SS.

A study of basic economic concepts and how they can be developed by students of economics and related fields.

548. Independent Study/(1-6). F;W;S;SS.

550. Master of Arts Thesis/(6). F;W;S.

Department of Economics

Dean A. Dudley, Chairman

The objectives of the Department of Economics are to develop an understanding of the theories of economic behavior, both human and institutional; to develop the necessary analytical skills for economic problem solving; and to acquaint the student with current economic problems and alternative economic policy considerations.

A Bachelor of Science in Business Administration degree (BSBA) with a major in economics has the following requirements:

Economics 302	Macroeconomics	3
Economics 307	Money and Banking	3
Economics 310-311	Microeconomics	6

Bus. Adm. 320	Marketing	3
Bus. Adm. 458-459-460	Finance	9

These courses are in addition to the core requirements for the BSBA: Economics 201-202-203, Accounting 204-205-206, and Business Administration 375-376. Each student must take an additional 27 hours of electives in accounting, business administration, and/or economics in courses numbered 300 or above, with at least 9 hours being in economics.

Bachelor of Arts Degree

Students may earn a Bachelor of Arts degree in economics by completing the following requirements, in addition to the general education requirements:

Economics 201-202-203	9 hours
Economics 302	3 hours
Economics 307	3 hours
Economics 310	3 hours
Economics 375-376	6 hours
Accounting 204-205-206	9 hours
Electives in economics, accounting, and/or business administration numbered 300 or above, with at least 18 hours in economics	27 hours
TOTAL	60 hours

Minor in Economics

A minor in economics leading to a baccalaureate degree consists of Economics 201, 202, 203, 302, 310, and 6 quarter hours of electives in economics or business administration.

Economics for Social Science Major

For the curriculum for a major in social science and concentration in economics leading to the Bachelor of Science degree and teacher certification see pages 208-209.

Courses of Instruction in Economics

(For a description of the notation used in the following list of courses, see p. 184.)

200. General Economics/(3).F;W;S.

A survey course of elementary economics designed for nonbusiness and nonsocial studies majors who plan to take only one

course in the field. A brief treatment of the production and distribution of wealth in society, money and banking, the organization of business, and international trade. Credit will *not* be given for both 200 and 201.

201-202-203. Principles of Economics/(3-3-3).F;W;S.

A study of the present-day economics system; demand and supply, prices and costs; wages, rent, interest and profit; business cycles; money, banking, and the Federal Reserve System; international trade; and a comparison of capitalism, socialism, communism, and facism. Credit will *not* be given for both 200 and 201.

**248. Independent Study/(1-6).
F;W;S;SS.**

**302. Macroeconomics Analysis/
(3).F;W;S.**

An analysis of the nation's income, output, employment, and general price level. Prerequisite: Econ. 201-202-203.

303. Labor Economics/(3).W.

Position of the laborer and some of his problems in our industrial society. Prerequisite: Econ. 201-202-203.

**305. International Economics/
(3).W.**

International trade and the theory of comparative advantage are studied. Special attention is given to free world trade, the economic development in other countries, and to groupings as in the European Economic Community. History and problems of United States foreign trade policy are discussed. Prerequisite: Econ. 201-202-203.

**306. Current Economic Problems/
(3).S.**

Discussion of current economic problems of society, economic aspects of proposed legislation, background causes of current problems, and discussion of suggested solutions. Prerequisite: Econ. 201-202-203.

307. Money and Banking/(3).F.

How money and credit instruments are issued and secured, structure and effects of commercial banking and the Federal Reserve System, impact on monetary and fiscal policy. Prerequisite: Econ. 201-202-203.

**310-311. Microeconomic Analysis/
(3-3).F;W;S.**

An intermediate course in economic theory with emphasis on the theory of consumer behavior, price theory, and resource allocation. Prerequisite: Econ. 201-202-203.

**348. Independent Study/(1-6).
F;W;S;SS.**

**375-376. Business Statistics I and
II/(3-3).F;W;S;SS.**

See Bus. Adm. 375-376.

380. Economic Development/(3).F.

An examination of the institutional background necessary for national economic growth. An introduction to theoretical models of growth. Prerequisite: Econ. 201-202-203.

381. Special Topics/(1-6). On demand.

**403. Competition and Monopoly/
(3).S.**

A study of imperfectly competitive markets, the economic and legal issues which they raise, and the policy solutions which have been attempted in the United States. Prerequisite: Econ. 201-202-203.

**452. Comparative Economic
Systems/(3).W.**

A critical analysis of the theory and practice of the economic systems of capitalism, com-

munism, socialism, and facism. Prerequisite: Econ. 201-202-203.

453. Economic Fluctuations/(3).F.

An analysis of the causes, consequences, forecasting, and control of cyclical fluctuation. Prerequisite: Econ. 201-202-203.

455. Public Finance and Taxation/(3).F.

Government revenues, expenditures, budgets, and financing taxes; shifting and incidence of taxation, public debts and economic effects of government monetary and fiscal policies. Prerequisite: Econ. 201-202-203.

460. Economics of Education/(3).S.

An application of capital theory to the study of human resource development, with particular emphasis on the formal education process. The rates of return to investment in formal education at the elementary, secondary, and college levels are studied. Economic objectives of formal education are viewed from the standpoint of returns to the individual and to society. Prerequisite: Econ. 201-202-203, 310 or Senior/Graduate standing.

475. Econometrics/(3).S.

Identification, measurement, and interpretation of demand, production, cost, and consumption relationships. Simple and multiple regression will be applied to time series and cross sectional data. Prerequisite: Econ. 375-376, or equivalent.

481. Seminar/(3). On demand.

An extended investigation of some specific topic with a view to giving training of research and studying intensively some subject in the field of economics. Prerequisite: Econ. 201-202-203.

Graduate Courses

502. Economic Problems of Developing Countries/(3).S.

An analysis of the economic problems of current importance in developing nations. Prerequisite: Econ. 201-202-203.

516. Economic Analysis/(3).F.

An examination of the actual operations of the American economy and an analysis of the findings in terms of economic theory. (By permission only.)

518. Monetary Theory/(3).S.

The development of theories of money and its value. Controversy over the quantity theory. The role of interest rates. Policy implications. Prerequisite: Econ. 307.

520. Advanced Micro-Theory/(3).W.

A rigorous treatment of the theory of consumer behavior and the theory of the firm under alternative competitive conditions. Prerequisite: Econ. 310-311.

548. Independent Study/(1-6). F;W;S;SS.

551, 552. History of Economic Thought/(3,3).F;W.

Origin, development, and meaning of current conflicts in economic theory. A study of merchantist, classical, neoclassical, and Keynesian economics. Prerequisite: Econ. 201-202-203.

556. Linear Programming and Input-Output Analysis/(3).W.

An examination of linear programming and input-output analysis, with applications in economics and business. Prerequisite: Econ. 302, 310-311.

The College of Education





The College of Education

Ben H. Horton, Dean

The College of Education has primary responsibility for the preparation of young men and women as elementary teachers, secondary teachers, teachers in special subject areas, librarians, reading specialists, supervisors, audiovisual directors, counselors, teachers for higher education, and administrators for the public schools and institutions of higher education.

Departments

The College of Education consists of the Department of Administration, Supervision and Higher Education, the Department of Childhood Education, the Department of Counselor Education and Reading, the Department of Educational Media, and the Department of Secondary Education.

The College of Education offers the Bachelor of Science degree with teacher certification in the fields of elementary education, library science, and special education in the area of mental retardation. The Bachelor of Science degree with teacher certification may also be earned in each of the following fields: art; biology; chemistry; economics and business; English; French; health and physical education; history; home economics education; industrial arts; mathematics; music; physics; Spanish; speech; science with concentration in biology, chemistry, earth science, or physics; social science with concentration in geography, political science, sociology and anthropology, or economics.

The College of Education has the responsibility for administering the program leading to the Bachelor of Technology degree. This program is for selected graduates of technical institutes and community colleges in business and engineering technology. It does not lead to teacher certification.

Bachelor of Science Degree

(with teacher certification)

To earn the Bachelor of Science degree with teacher certification, it is necessary that the following requirements be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of the general education requirements.
3. Demonstration of proficiency in reading, speech, and written English. The candidate for a teaching certificate must take Speech 101.
4. Completion of a major consisting of 36 to 85 quarter hours from one of the fields listed below:

Art	Mathematics
Biology	Physics
Chemistry	Science, with concentration in Biology, Chemistry, Earth Science, or Physics
Economics and Business	Social Science, general or with concentration in Geography, Political Science, Sociology and Anthropology, or Economics
Elementary Education	Spanish
English	Speech
French	Special Education-Mental Retar- dation
Health and Physical Education	
Health Education	
History	
Home Economics Education	
Industrial Arts	
Library Science	

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and have at least a 2.00 grade-point average on all work at Appalachian in the major. With the exception of the science and social science major, specific requirements for each major preface the list of courses offered by the department. Requirements for the interdepartmental majors of science and social science are given on pages 104 and 105.

5. Completion of professional education requirements as follows:
Childhood Education 301, 302, 303 or Secondary Education
304, 305 6 or 9* q.h.
Psychology 301, 302, 303 9 q.h.
Methods course or courses 3-9* q.h.
Childhood Education 404, 405 or Secondary Education
404, 407 15 q.h.

Total 33-42*

* Additional courses in education are required for elementary education and special education majors. See the statement on the requirements for these majors.

6. Electives to complete 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning settlement of all expense accounts and satisfactory citizenship.
9. Recommendation of the faculty.
10. Take the Common Examination and the Teaching Area Examination, if available in his field, of the National Teacher Examinations.

Meeting graduation requirements is the responsibility of the student.

A candidate for a North Carolina teaching certificate must meet the standards of the "approved program."

Bachelor of Technology Degree

The Bachelor of Technology degree is offered for a limited number of selected graduates of technical institutes and community colleges. To be eligible for consideration for admission to this program, one must hold the Associate in Applied Science degree in business or engineering technology from a technical institute or community college. Applicants must submit 1) evidence that they have mastered the basic technical skills in their areas, 2) an endorsement by the occupational director or dean of the community college or technical institute, and 3) a statement from the president of the institute or community college that they are persons whose mastery of skills and personal qualifications are such that they might reasonably be expected to become successful teachers of technical or vocational subjects. Applications should be directed to Admissions Officer, Appalachian State University.

To earn the Bachelor of Technology degree, it is necessary that the following requirements be met:

1. Completion of at least 90 quarter hours at Appalachian with a grade-point average of at least 2.00.
2. Completion of the following general education requirements:

Two courses in literature	6 q.h.
One course from Art 217, English 217, Music 217, or Speech 217	3 q.h.
One course in philosophy or religion	3 q.h.
History 101, 102, or History 103, 104	8 q.h.
Psychology 201	3 q.h.
Total 23 q.h.	
3. Demonstration of proficiency in reading, speech, and written English.

4. Completion of an area of specialization consisting of a minimum of 18 quarter hours. The courses in the area of specialization are chosen with the approval of the student's advisor from departments whose offerings are related to the student's field of interest. Courses from economics and business are chosen by the student in business technology. The student in engineering technology will choose from the courses in industrial arts, the physical sciences, and mathematics. The student must have at least a 2.00 grade-point average on all work in the area of specialization.
5. Completion of professional education requirements as follow:
Secondary Education 304, Administration, Supervision
and Higher Education 306, 495, 497 12 q.h.
Psychology 301, 302, 303 9 q.h.
Administration, Supervision and
Higher Education 496 15 q.h.
Educational Media 475 3 q.h.

Total 39 q.h.
6. Completion of 13 quarter hours of electives. If the student has not had a year of a natural science at the two-year institution, he must take a year (9 q.h.) of a natural science at Appalachian.
7. Completion of residence requirements.
8. Compliance with regulations concerning settlement of all expense accounts and satisfactory citizenship.
9. Recommendation of the faculty.

Bachelor of Technology degree candidates seeking certification must take the Common Examination and Area Examination (where available) of the National Teacher Examinations.

Meeting graduation requirements is the responsibility of the student.

Admission to the College of Education and to the Teacher Education Program

To be admitted to the College of Education and to the teacher education program a student must have:

1. Completed at least 90 quarter hours
2. A quality-point ratio of at least 2.00
3. Completed
 - a. English 100, 110, 120
 - b. Six hours of literature

- c. History 101, 102 or 103, 104
 - d. Speech 101
 - e. Mathematics 101 or 107
 - f. A year of natural science
 - g. Three quarter hours of physical education activity courses
4. Demonstrated proficiency in reading, speech, and written English.
 5. Been accepted by a department as a major in that department.
 6. A recommendation from the chairman of the department in which the student is majoring.
 7. A recommendation from the Vice Chancellor for Student Affairs that the student has no health, personality, or citizenship deficiency detrimental to the welfare of pupils.

Proficiency Requirements and Screening

All students who are candidates for teacher certification must pass proficiency tests in reading, speech, and written English. These tests are given during the freshman and/or sophomore years. Transfer students in teacher education also must pass these tests.

The Associate Dean of the College of Education is responsible for checking the student's proficiencies and notifying students who are nonproficient. The nonproficient student will be informed by letter that he is eligible to be accepted into the teacher education program—on conditional status—until the beginning of his *eighth quarter*, at which time he must have passed the proficiency test or be enrolled in the appropriate course(s) to become proficient. A student who has not completed his proficiency requirements by the *beginning of his ninth quarter* will not be allowed to continue in the teacher education program. (He may appeal his situation to the Dean of the College of Education.) Only students who have completed their proficiencies will be allowed to enroll in student teaching.

Procedure for Applying to the College of Education and Teacher Education Program

1. Between the fourth and sixth weeks of the student's sixth quarter the student's check sheet will be transferred from the General College to the chairman of his proposed academic department.
2. The chairman of the academic department will be responsible for processing the application for admission into the department and submitting, when approved, an initialed copy of the student's check sheet to the Associate Dean of the College of Education.

3. The appropriate department in the College of Education will be responsible for processing the application for admission into the teacher education program. The student will be notified by mail of his acceptance (or rejection) and asked to complete an enclosed application form. The application must be completed and returned to the appropriate department in the College of Education.

Student Teaching

Beginning with the ninth quarter and extending through the twelfth, each student who is taking a program leading to teacher certification is expected to do student teaching for one quarter in the field for which he has been preparing. This work will consist of full-time teaching under the guidance of a competent and experienced teacher. The student will spend full time in the school where he does his student teaching, and his formal teaching load will be gradually increased until he has an opportunity to carry from one-half to all the teaching load of his supervising teacher. Student teaching provides the student professional laboratory experience in the same activities in which the regular teacher engages. In addition to the regular classroom teaching activities, the student will experience and share in the extracurricular activities of the school, community activities, professional activities such as faculty meetings, routine activities such as making reports, and meeting and working with parents.

The assignment of a student to a particular school or laboratory situation will be based upon the needs, interests, and abilities of the individual student and the characteristics of the particular school.

Student teaching assignments in off-campus schools will conform to the local schedule with reference to the Thanksgiving, Christmas, and Easter holidays.

Conditions Prerequisite to Student Teaching

The following requirements must be met prior to student teaching:

1. Application must be filed not later than the last day of fall quarter preceding the school year, September 1 to August 31, in which the student expects to do student teaching.
2. A student who has applied for student teaching, and has been officially checked by the Registrar as having a 2.00 both in his overall program and major field (and is eligible in all other respects), will be unconditionally placed. Any others who may be tentatively placed must have a grade-point average of at least 2.00 both in his overall program and major field by the end of the quarter immediately preceding student teaching.
3. A student must have the recommendation of his academic advisor and the approval of the chairman of the department in which he is majoring. A student who is planning to graduate in three calendar years may register for student teaching in the ninth quarter.

4. *Elementary, kindergarten, or special education majors*—A student must have the approval of the chairman of the Department of Childhood Education. Prior to student teaching, elementary majors must have completed Childhood Education 302 and 303, Counselor Education and Reading 310, Childhood Education 401 or 402, and 403, and Psychology 301 and 302. Childhood Education 301 and Psychology 303 may be taken prior to or following student teaching but is a requirement for graduation.
5. *Secondary majors*—A student must have the approval of the chairman of the Department of Secondary Education. Prior to student teaching, secondary majors must have completed Secondary Education 305, the required methods course, and Psychology 301 and 302. Secondary Education 304 may be taken prior to or following student teaching but is a requirement for graduation. A student may qualify under either the elementary or secondary requirements, if he is a major in a special subject (art, health and physical education, library science, or music).
6. Each applicant must agree to student teach full time for one quarter.

Teacher Certification

For a regular Class A Certificate in North Carolina, a candidate must make a composite minimum score of 950 on the National Teacher Common Examination and the teaching Area Examination. When a teaching Area Examination is not available, a minimum score of 475 on the Common Examination is required for a regular Class A Certificate. A candidate who makes a minimum composite score of 875 on the National Teacher Common Examination and the Area Examination will be given probationary certification for one year. When a teaching Area Examination is not available, a minimum score of 425 on the Common Examination is required for probationary certification for one year. No certification is issued to an applicant who fails to make the minimum scores as are herein stated.

For certification in a new field the State Department of Public Instruction has issued the following guidelines. "A candidate must meet all requirements for the Class A Certificate (and below) on rating involved and in addition attain the required minimum composite score on a combined common examination and the appropriate teaching area(s) examination. *When adding a new field at the same level of the certificate already held, only the examination (if available) in the new field is required (e.g., one holding a social studies certificate and desiring to add the subject English will be required to meet the minimum score of 475 in the area of English).* If an examination is not available in the new field, the score requirement is not applicable. Seeking a change in certificate will in no way affect the presently held certificate or rating. The composite score provision is not applicable to the graduate and advanced certificates. As indicated in the score table above, a minimum score is required on each part of the examination." All transcripts showing that the student is qualified for a teaching certificate bear this notation:

"This is to certify that (name) has satisfactorily completed the regular National Council for Accreditation of Teacher Education accredited program of this

institution for the preparation of teacher and that (he or she) is specifically prepared to teach (subject). This applicant has met all other appropriate standards of this institution which are required for full recommendation for teaching."

Interdepartmental Majors Leading to Teacher Certification

Curriculum in Science

A major in science leading to the Bachelor of Science degree and teacher certification must include Mathematics 107 and 111 or Mathematics 111 and 112; Biology 101-102-103; two of the following three sequences: Chemistry 101-102-103; Physics 101-102, 103 or 150-151, 152; Geology 101-102-103; plus a concentration in one of the areas below.

A concentration in biology includes Biology 201, 202, 203, 204, 205, 206, 301, 307, 308, 309, 454, and 455; Chemistry 101-102-103; Physics 101-102, 103.

A concentration in chemistry includes Chemistry 101-102-103, 201, 210, 301, 404, and 17 quarter hours selected from other chemistry courses; Mathematics 111-112-211-212-213; Physics 101-102, 103 or 150-151, 152.

A concentration in physics includes Physics 211, 212, 213, 301, 303, 320, 440, 441, 450, and 10 hours of electives in physics; Chemistry 101-102-103; Mathematics 111-112-211-212-213, 311-312.

A concentration in earth science includes Geography 215, 230, 240, 310, 311, 312, and Geology 311, 313, 341, and 16 hours of electives; plus either Chemistry 101-102-103 or Physics 101-102, 103.

Curriculum in Social Science

A major in social science leading to the Bachelor of Science degree and teacher certification consists of 87 quarter hours in social science including general education requirements in social science. This must include 33 quarter hours in history including History 101, 102, or 103, 104, and 201, 202, 215, 299, and 12 hours from other history courses. The social science major must complete Geography 101, 102, 103; Political Science 200, 201, 203; Sociology 120 or 455, 201 and Anthropology 210; and Economics 201, 202, 203. In addition, the social science major may complete a concentration of at least an additional 18 quarter hours in geography, political science, sociology and anthropology, or economics.

The social science major may elect to take a spread in the various fields of social science. If so, 18 hours of electives in social science will replace the 18 hours of concentration.

A concentration in geography for the social science major must include Geography 221, 230, 240, and 9 quarter hours of electives. The person taking a concentration in geography will take Geology 101, 102, and 103 to satisfy the general education requirement in natural science.

A concentration in political science for a social science major must include courses from at least four areas of political science. Fifteen of the 18 hours in the concentration must be taken at the 300-400 level.

A concentration in sociology and anthropology of the social science major must include Sociology 302, Mathematics 380, and 12 quarter hours of electives in sociology and anthropology.

A concentration in economics of the social science major must include Economics 302, 310-311, and 9 quarter hours of economic electives.

Courses of Instruction

Courses are listed in numerical order by departments, which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 500 and above the name of the professor who ordinarily teaches the course is given in italics following the course description.

A number in brackets following a course number and preceding the course title indicates the course number used in the 1972-73 *University Catalog*.

The figure in parentheses after the course title indicates the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Department of Administration, Supervision and Higher Education

Nathaniel H. Shope, Chairman

The Department of Administration, Supervision and Higher Education is responsible for organizing and providing instructional programs leading to certification of personnel for administrative and supervisory positions in education, organizing and providing related courses, programs, and services designed to meet the needs of administrative and supervisory personnel in elementary and secondary schools and in higher education, and organizing and providing programs and services designed in cooperation with schools or other agencies relating to any areas of improvement and progress in educational institutions. The department also provides advisory and administrative services essential to the effectiveness of its program.

Master of Arts degrees are offered in several areas of the two-year college programs and in public school administration and supervision. The Specialist in Education degree is offered in educational leadership and higher education. The areas of concentration in the specialist's degrees are administration, supervision, curriculum, reading, educational media, guidance-counseling, developmental studies, and adult education.

Courses of Instruction in Administration, Supervision and Higher Education

(For a description of the notation used in the following list of courses, see p. 209).

306. The Technical Institute/ (3).W.

A background in the philosophy, goals, and purposes of vocational and technical programs in post-secondary institutions. Emphasis is placed on the role of the technical institute.

348. Independent Study/(1-6). F;W;S;SS.

490. Education of the Disadvantaged/(3).W;SS.

A study of the educational needs of the disadvantaged child. Consideration is given to identification, curriculum, methods of teaching, and materials. The course is de-

signed for administrators and instructional personnel.

495. Teaching in the Occupational Programs/(3).F.

A study of effective methods and techniques of teaching vocational and technical subjects. Attention is given to class organization, student-instructor planning, methods of teaching manipulative skills and related information, shop laboratory safety, and evaluation.

496. Student Intern: Occupational Programs/(15).F;W;S;SS.

A full-time teaching internship for one quarter under the supervision of experienced

personnel in a community college or technical institute.

497. Seminar on the Technical Institute/(3).S.

Discussion and analysis of the problems, research, and recent trends in the technical institute.

Graduate Courses

501. Public School Administration/(3).F;SS.

A study of basic structure, organization, and administration of American public education; the role of the various agencies and administrative personnel; financial support; special problems. Prerequisite: three years' teaching experience. *Hooks, Shope, Swain.*

502. Organization and Administration of the Secondary Schools/(3).F;SS.

A study of secondary education and administration, research, curriculum, schedule making, opening and closing of school. Prerequisite: three years' teaching experience. *Hooks, Durante, Swain.*

503. Problems of the Public School Administrator/(3-6).SS.

A study of the practical problems involved in administering the public schools. Prerequisite: three years' teaching experience. *Randall, Shope.*

504. Organization and Administration of the Elementary School/(3).W;SS.

A study of the role of the administrator in modern elementary education. Prerequisite: three years' teaching experience. *Hooks, Durante.*

505. Supervision of Instruction/(3).S;SS.

A study of the nature and function of supervision, recent trends, teacher participation in policy formation, the organization and planning of supervision. Prerequisite: three years' teaching experience. *Hooks, Durante, Shope, Swain.*

506. Curriculum Construction/(3).F;S;SS.

A study of principles, effective practices, and techniques appropriate for overall curriculum planning. *Hooks, Durante, Randall.*

512. Organization and Administration of the Middle/Junior High School/(3).F;SS.

A study of the organization and administration of the middle and junior high school programs. Overview of the function of these schools in American education. *Durante, Hooks, Swain.*

517. School Supervision/(3).SS.

This course is planned for students preparing for positions as general county and city supervisors. *Shope, Reynolds.*

518. Public School Finance/(3).S;SS.

A study of educational theory and operating principles which will contribute to the understanding of the nature of problems of public school finance. Prerequisite: three years' teaching experience. *Staff.*

525. Problems in Educational Administration/(3-6).F;W;S.

A study of current trends, issues, and problems related to the organization and administration of the instructional program. The course is designed for school administrators and other present and prospective educational leaders. May be offered as a six-hour field study. *Shope.*

**535. Philosophy of Education/
(3).F;W;S;SS.**

Current educational issues and decisions are analyzed from the viewpoint of the philosophical bases which may underlie them. *Miller, Horton.*

542. The Community/Junior College/(3).F;W;S;SS.

An analysis of the two-year college. Emphasis is given to a study of characteristics and roles of personnel and programs within the various types of public and private community/junior colleges. *Cooper, McLeod.*

543. Organization and Administration of the Community/Junior College/(3).F;SS.

A study of the various types of two-year colleges and how they are administered at the state and local levels. Emphasis is placed on North Carolina's community colleges. *Harris, McLeod.*

544. Seminar on the Community/Junior College/(3).F;W;S;SS.

Discussion and analysis of the problems, research and recent trends in the community/junior college. *Cooper.*

545. Practicum in College Teaching/(3).F;W;S.

Supervised experience in college teaching. Open only to graduate assistants and graduate fellows. *Cooper.*

547. Social Foundations of Education/(3).F;SS.

The purpose of the course is to acquaint students with the role of the school in relation to its social setting and organization. *Shope, Durante, Swain.*

**548. Independent Study/(1-6).
F;W;S;SS.**

**549. School Building Planning/(3).
W;SS.**

Emphasis upon educational planning of teaching space and facilities, planning buildings for newer instructional equipment, power requirement, efficient use of existing facilities, economical housekeeping and maintenance programs. *Reynolds, Shope, Randall.*

**550. Master of Arts Thesis/(6).
F;W;S;SS.**

**552. Supervision of Instruction in the Community/Junior College/
(3).SS.**

Organization and planning of supervision, the development of skills in cooperative planning, and the evaluation of activities for the college student. *Cooper.*

**553. Planning the Community/
Junior College/(3).S.**

Analyzing communities and determining aims and objectives in planning curricula in general education and vocational education for the community/junior college. *Harris.*

560. School Law/(3).W;SS.

The purpose of the course is to analyze the fundamental principles underlying the relation of the state to education and to reduce to systematic organization the principles of the case or common law which are applicable to practical problems of school organization and administration. The course will also consider the duties and responsibilities of personnel in the school system. *Staff.*

563. The Adult Learner/(3).F;SS.

A study of the characteristics of adults as learners. Special attention is given to a review of research on adult learning and to the role of the adult educator as a facilitator in the learning process. *Staff.*

**565. Selected Topics/(3 or 6).
F;W;S;SS.**

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit. *Staff.*

**574. Internship in Community/
Junior College/(3-6).F;W;S;SS.**

Supervised experience in a community/junior college or technical institute for students planning to be employed in one of these educational institutions. *Staff.*

575. Internship in Educational Administration/(6).F;W;S.

Leadership and management experiences under the direction of competent principals, supervisors, superintendents, or other appropriate administrators. *Staff.*

581. Programs for Adult Education/(3).F;SS.

A study of the procedures employed in the development, operation, and evaluation of adult education programs. *Staff.*

584. College Finance and Business Management/(3).F;S;SS.

A study of financial and business management principles as related to higher education. Emphasis is given to sources of funds, budgeting, purchasing, and financial accountability in higher education. *Staff.*

585. Computer Applications in Educational Administration and Finance/(3).S;SS.

An investigation of the use of packaged programs related to administrative problems; e.g., scheduling, registration, and student records and their use in facilitation of innovation in instruction. In addition to the examination of pre-packaged software, the

course will consider the design of systems for unique local situations. *Staff.*

586. Computer Applications in Instructional Programs/(3).S.

An overview of computer-assisted instructional programs and learning theories related to the development of such programs. *Staff.*

588. Method and Process in Community Relations/(3).F;SS.

Analysis of the interactive process within and between groups, emphasizing the formation and functioning of groups, development of skills essential for effective leadership, techniques of school-community relations. Attention is given to parent contacts, citizen participation, press, radio, television, printed materials, and other media. *Shope, Hooks.*

589. Developmental Studies in the Community/Junior College/(3).W;SS.

A study of the role of developmental studies programs in the community/junior college. Special emphasis is given to characteristics of students and approaches to instruction. *Staff.*

590. Seminar in Adult Education/(3).S;SS.

This course provides opportunities for students to examine current issues and problems in adult education. *Staff.*

601. Seminar in Educational Leadership/(3 or 6).F;S.

Shope.

618. Seminar in Finance and Taxation/(3).F;SS.

Advanced studies in taxation, statutory programs for school support, budget making,

fiscal management, and business operation of school systems. *Shope.*

**625. Advanced Problems in Educational Administration/(3-6).
F;W;S.**

Open to sixth-year students only. *Shope.*

**648. Independent Study/(1-6).
F;W;S;SS.**

649. Seminar in Facilities and Maintenance/(3).S;SS.

Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services. *Reynolds, Shope.*

660. Seminar in Legal Problems in Education/(3-6).S;SS.

Legal bases for organizing and conducting public and private school systems, statutes and court decisions affecting educational functions. *Staff.*

674. Internship in Higher Education/(3-12).F;W;S;SS.

Supervised experience in a college or university for students planning to be employed in one of these types of educational institutions. *Staff.*

675. Internship in Educational Leadership/(6-12).F.

Staff.

682. Adult Education Agencies/(3).F.

Identification and analysis of agencies offering adult education. Emphasis is given to the

organization, administration, and purpose of adult education in these agencies. The relationships among adult education agencies is also considered. *Staff.*

683. Post-Secondary Technical and Vocational Education/(3).W;SS.

A study of the role of technical and vocational education in society. Consideration is given to determining needs for specific training in a given community and developing programs appropriate to meet those needs. *Staff.*

684. The General Education Program for Higher Education/(3).S;SS.

An overview of general education and its place in post-secondary education. Emphasis is given to building on earlier educational experiences in constructing a viable college general education program. *Harris.*

686. Higher Education in America/(3).F.

Historical approach to the development of higher education from colonial colleges to the present. *Cooper.*

687. Seminar in College Administration/(3-6).S;SS.

A study of the governance of higher educational institutions. Consideration is given to legal bases, organizational patterns, development politics, administrator and faculty responsibilities. *Harris.*

690. Seminar in Education for the Disadvantaged/(3-6).W;SS.

A study of problems related to education of the culturally different and educationally disadvantaged student and the administrative facet of these problems. Modification in curriculum in the development of compensatory and remedial programs are prime concerns. *Shope.*

**691. Advanced Seminar in Adult
Education/(3).SS.**

This course provides opportunities for students to examine in depth current issues and problems in adult education. *Staff.*

**692. Curriculum Development in
Adult Education/(3).W.**

A study of principles and practices in curriculum development in adult education. Special attention is given to needs assessment and to innovative curricula in adult education. *Staff.*

Department of Childhood Education

Grace G. Lilly, Chairman

The Department of Childhood Education offers undergraduate and graduate courses leading to degrees in early and late childhood education and in special education. Through its programs of classroom instruction, direct experiences, and advising, the department prepares students for certification in the various curriculum areas and grade levels in elementary schools. In addition to meeting the minimal requirements for certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

A student preparing to teach in a special area (art, health and physical education, library science, and music) must complete Childhood Education 301, 302 or Secondary Education 304, 305; Psychology 301, 302, 303; methods course or courses in his field of concentration; and Childhood Education 404.

A student preparing to teach in the elementary school must complete Childhood Education 020, 202, 301, 302, 303; Psychology 301, 302, 303; Counselor Education and Reading 310; Childhood education 401 or 402, 403 and 405. In the area of specialization he must complete Art 201, 217; Physical Science 101-102-103; General Science 401; Biology 107; Geography 101 and Geography 102 or 103; History 201, 202, 206; Health and Safety 101, 401; Educational Media 300, 304; Mathematics 104; Music 217, 301-302-303; Physical Education 353; Political Science 201; and an academic concentration in one field. An elementary education major (in consultation with his advisor) may choose an academic concentration from the following areas: art, English, foreign language (French or Spanish), mathematics, music, science, social studies.

A student preparing to teach in the elementary school (4-9) is required to take the Common Examination and the Elementary Education Examination of the National Teacher Examinations. A student preparing to teach in the kindergarten-primary school (K-3) is required to take the Common Examination and the Early Childhood Education Examination of the National Teacher Examinations.

A student preparing to teach special education with emphasis on mental retardation must complete Art 217 or Music 217; Childhood Education 200, 202, 301, 302, 303, 320, 321, 322, 323, 371, 372, 404, 455, 460, 467, 473, 474, 475;

Counselor Education and Reading 456; History 206; Music 301-302; Physical Education 353; Psychology 201, 301, 302, 303; Sociology 201; and Speech 304, 305, 460. The student is required to take the Common Examination and the Area Examination in Mental Retardation of the National Teacher Examinations.

The Department of Childhood Education offers graduate courses leading to master's and specialist's degrees in early and late childhood. The master's degree candidates selecting a nonthesis program must complete 54 quarter hours of graduate work. At least 18 of these hours must be in one subject matter field for the intermediate certificate and 9 of the 18 must be in one field for those majoring in the early childhood education area.

Those candidates working on the specialist's degree in early and late childhood must complete 45 quarter hours of graduate credit beyond the master's degree. This program will include 21 quarter hours in professional education, a minimum of 15 quarter hours in one or more subject matter fields for the early childhood certificate, and a minimum of 18 quarter hours in one field for the intermediate certificate. When two fields are involved (4-9 certificate) there should be approximately 27 quarter hours with about an equal amount in each field.

Courses of Instruction in Childhood Education

(For a description of the notation used in the following list of courses, see p. 209.)

020. Remedial Handwriting/(0). W;S.

For students who are not proficient in handwriting.

200. Orientation to Teaching/(3). F;W;S.

A sophomore practicum for prospective teachers in which the student spends five or more hours a week serving as teacher's assistant in a school and attends a planned seminar on the campus once a week. Offered on a satisfactory-failure basis only.

202. Art in Elementary School/(3).F;W;S.

A study of the theories and philosophies of art education in the elementary school. Prerequisite: Art 201. Lecture three hours.

248. Independent Study/(1-6). F;W;S;SS.

301. Public Education in the United States/(3).F;W;SS.

A study of the history of education in the United States and recent innovations in the schools.

302. Curriculum Design of the Elementary School/(3).F;W;S;SS.

A study of trends and design of the curriculum in a modern elementary school, unit construction, communicative skills, and social studies instruction.

303. Elementary School Instruction/(3-6).F;W;S.

A junior practicum experience working with teachers and children in an elementary school. Five contact hours will be expected for 3 quarter hours credit and ten contact hours for 6 quarter hours credit. A seminar will be held once a week. Offered on a satisfactory-failure basis only.

307. Music in the Elementary School/(3).W.

Materials and methods in the field of music teaching in the elementary school. Music in the integrated program; emphasis on the creative phases and the development of musicianship; observation of teaching procedures with children. Designated for music majors.

311. Social Studies in the Elementary School/(3).S.

The place of social studies in the elementary curriculum; objectives, instructional procedures, materials, and evaluation criteria.

312. Language Arts in the Elementary School/(3).W.

An understanding of the communication skills—listening, speaking, reading, writing, spelling; a comparison of current methods and materials; an analysis and correlation of basic difficulties and the correlation of language arts with other activities.

320. Introduction to Exceptional Children/(3).F;W;S;SS.

An overview of the various types of exceptional children; impaired and gifted. Emphasis on characteristics, identification, educational programming, and cooperating agencies.

321. [451] Educable Mentally Retarded/(3).F;W.

Characteristics and problems of children in the upper levels of retardation. Survey of studies in regard to causative factors, community and educational problems, and diagnosis. Prerequisite: CE 320 or equivalent.

322. [452] Trainable Mentally Retarded/(3).F;S.

Classification, diagnosis, characteristics, education, and care of children in the trainable range of intelligence. Includes a study of instructional care. Prerequisite: CE 321.

323. [454] Curriculum for the Mentally Retarded/(3).W;S.

Curriculum development at different levels of maturation, organization, planning; adaptation of activities, materials, and methods. Prerequisite: CE 321 or equivalent.

348. Independent Study/(1-6).F;W;S;SS.

371. Introduction to Mental Retardation/(3).F.

A concentrated study of the individual who is mentally retarded with regard to his characteristics, behavior and his general nature and needs in the home, community, and learning environment.

372. [472] Diagnostic-Prescriptive Teaching/(10).W.

A concentrated course dealing with specific teaching techniques of academic subjects for the exceptional child. Academic areas to be covered include arithmetic, reading, art, music, physical activities and recreation, social studies, general health and grooming, and therapeutic arts and crafts.

401. Reading on the Primary Levels/(3).F;W;S;SS.

Deals with the teaching of reading on the primary level. Prerequisites: CE 302 or 303; CR 310; Psychology 301 or 302.

402. Reading on the Intermediate Levels/(3).F;W;S;SS.

Deals with the teaching of reading on the intermediate grade level. Prerequisites: CE 302 or 303; CR 310; Psychology 301 or 302.

403. Mathematics in the Elementary School/(3).F;W;S.

A study of how children develop basic number concepts and learn to perform operations with natural numbers and fractions.

Consideration of sequential learning experiences appropriate to each grade level. Prerequisites: CE 302 or 303; Psychology 301 or 302.

404. Student Teaching Special Subjects/(10-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter for students who plan to teach special subjects in grades 1-12. For students majoring in art, physical education and health, library science, music, special education. Summer session application by March 1.

405. Student Teaching: Elementary School/(10-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter for students who plan to teach in grades 1-8 of the elementary school. The student who wishes to take this course during a summer session must make application to the Director of Field Experiences by March 1.

450. Science in the Elementary School/(3).SS;Ex.

(Same as General Science 450.)

455. Experimental Approaches to the Education of the Mentally Retarded/(3).W;S.

459. Nursery—Kindergarten Curriculum/(3).F.

Development and organization of the curriculum with emphasis placed on such areas as communicative skills, science, and social learnings.

460. Psychology of Disability/(3).S.

(Same as Psychology 460.)

461. Nursery—Kindergarten Instruction/(3).W.

Selecting, planning, and utilizing the materials, methods, activities, and facilities for pro-

grams suited to the young child. Laboratory experiences required.

462. Seminar in Early Childhood Education/(3).F;W;S;SS.

An examination of contemporary approaches to the understanding, assessment, and education of preschool children.

467. Emotionally Handicapped Child/(3).F;SS.

An introductory course in the education of the emotionally handicapped child. Emphasis will be placed upon the psychological, sociological, and educational implications in the education of emotionally handicapped children.

473. Psychological and Sociological Problems of Exceptional Children/(3).S.

Deals with cultural, social, and intellectual adjustives and educational factors which are relevant to the understanding of etiological and therapeutic problems and issues in special education.

474. Methods and Materials for Exceptional Children/(3).W.

An intensive study and demonstration course dealing with the interpretation, design, development, and implementation of methods and materials which are used in special education.

475. Contingency Management in the Classroom/(3-6).F;SS.

An intensive study of the background, procedures, and application of contingency management in a learning situation for the exceptional child. It moves from theory and the laboratory into the classroom, home, and community.

480. Introduction to Learning Disabilities/(3).F;S;SS.

The identification and education of youth with learning disabilities.

Graduate Courses

501. Seminar in Mental Retardation/(3).F;S;SS.

An advanced course dealing with the psychological, sociological, educational, and medical aspects of mental retardation.

503. Instructional Strategies in Learning Disabilities/(3).W;SS.

Course designed to train teachers to be effective in structuring and learning situations and to develop a sequence and remedial activities and materials. Application of appropriate remedial techniques to individual deficiencies or disorders.

504. Advanced Curriculum for Exceptional Children/(3).W;SS.

A graduate level course to become knowledgeable about the physiological and psychological bases of learning. Curricular development for various exceptionalities and the rationale and development to meet their needs.

505. Seminar in Diagnostic-Prescriptive Teaching/(6).F;W;SS.

Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach will be integral portion of the course. Prerequisite: CR 472.

509. Reading and the Mentally Retarded/(3).S.

A study of the techniques in teaching reading to the mentally retarded. For special education teachers only. *Staff.*

513. Teaching the Language Arts/(3).SS.

The course deals with problems in oral and written communications in the elementary school. *Lilly.*

521. Vocational Planning for the Handicapped/(3).SS.

Vocational planning and work preparation for the handicapped. Includes consideration of basic occupational skills, work training, and sheltered workshop programs. *Staff.*

526. Educational and Behavioral Aspects of the Emotionally Disturbed Child/(3).F;SS.

A comprehensive study of the causative factors in emotional disturbance and techniques of behavior modification in the treatment of emotionally handicapped children. (Student cannot receive credit for both CE 526 and Psychology 512.) *Brooks.*

527. Organization and Administration of Special Education/(3).S.

The implementation of special education programs at the national, state, and local levels. Effective public school programming. *Winford.*

530. Education of Gifted/(3).SS.

A survey of educational programs for the gifted including curriculum, methods, and administrative educational adjustments. *Staff.*

532. Evaluation of Exceptional Children/(3).F.

(Same as Psychology 532.)

539. The Middle School Curriculum (Grades 6-9)/(3).SS.

A study of the design of an adequate and effective curriculum for early adolescents. *Robinson.*

546. Elementary School Curriculum/(3).SS.

A study of the elementary school curriculum in modern schools; recent trends in curriculum revision and organization. *Robinson.*

**548. Independent Study/(1-6).
F;W;S;SS.**

**550. Master of Arts Thesis/(6).
F;W;S. Staff.**

**565. Selected Topics/(3 or
6).F;W;S;SS.**

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit. *Staff.*

**570. Readings and Research in
Special Education/(3).SS.**

Individual programs of reading or research for students majoring in the education of exceptional children. *Winford.*

**572. Internship in Special
Education/(9-15).F;W;S.**

Supervised experience with handicapped children. *Winford.*

**613. Language Development/(3).
F;SS.**

The normative aspects of speech and language acquisition, application of linguistics and learning theory concepts; communication in lower animals; language and cognition. *Lilly.*

614. Independent Work in Elementary Education/(3-6).F;W;S;SS.

Study, analysis, and evaluation of school-room procedures used in a school or schools with a view to giving experiences in reconstructing educational programs of the elementary school. *Staff.*

615. Advanced Seminar in Elementary Education/(3-6).F;W;S;SS.

Consideration of group and individual investigations in elementary education. *Staff.*

616. Field Study in Curriculum Problems/(3-6).F;W;S;SS.

This is to assist students in developing a conceptual framework based on general system theory for guiding, developing, and evaluating elementary school curriculum improvement. *Staff.*

**631. Analysis of the Teaching
Process/(3).S;SS.**

Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research in disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials, and the structure of the classroom society on the accomplishment of educational objectives. *Staff.*

**636. A Survey of Research in
Child Development and Its
Implication for Teaching/(3).
W;SS.**

The physiological, sociological, and psychological bases of human behavior with emphasis upon research dealing with the normal school child in his environment. *Staff.*

**646. Issues, Trends, and Problems
in Elementary Education/(3).
F;SS.**

Analyses of current practices, problems, and trends in elementary education with emphasis in improved programs. *Staff.*

**647. Continuous Progress and
Nongraded Elementary
Schools/(3).W;SS.**

A study of materials, techniques, and processes of individualizing instruction in the elementary schools. *Robinson.*

**648. Independent Study/(3-6).
F;W;S;SS.**

Department of Counselor Education and Reading

Lester L. Van Gilder, Chairman

The Department of Counselor Education and Reading is responsible for organizing and providing instructional programs in counselor education, reading, and educational research. The department is responsible also for advisory and administrative functions essential to the effectiveness of the programs.

There are two programs in counselor education at the graduate level: one is designed to meet certification requirements and to prepare students primarily for work in elementary and secondary schools; the other program admits persons without an A certificate who prefer counseling in a community/junior college setting, employment and rehabilitation counseling, mental health center and pastoral counseling.

The reading program is designed to meet the requirements for a second academic concentration for education majors at the undergraduate level and for graduate certification on the master's level.

The department is also responsible for the coordination of the educational research course offered by the College of Education.

Courses of Instruction in Counselor Education and Reading

(For a description of the notation used in the following list of courses, see p. 209.)

100. Developmental Reading/(2). F;W;S.

This course is designed to afford immediate improvement of reading skills and study habits to enable freshmen to carry out the academic requirements of college.

248. Independent Study/(1-6). F;W;S;SS.

310. Foundations of Reading/(3).F;W;S.

This course deals with the nature of the reading process, knowledge and application of basic skills. Required of majors in elementary education.

348. Independent Study/(1-6). F;W;S;SS.

365. Selected Topics/(1-3).On demand.

To meet the needs of special interest groups such as Associate of Arts graduates working as para-professionals wanting to learn specific areas and skills. May be interdisciplinary in content or methodology.

456. Measurement and Assessment/(3).F;W;S;SS.

Basic course for elementary, secondary, and junior college teachers which stresses the construction and use of teacher-made tests.

460. Educational Statistics/(3). F;S;SS.

A study of the statistical procedures in education.

**463. Reading in the Content
Areas/(3).W;SS.**

For elementary and high school.

**464. Workshop in Teaching
Reading/(3).SS;Ex.**

**465. Linguistics and
Reading/(3).S;SS.**

**472. Diagnostic and Remedial
Reading I/(3-6).F;W;S.**

For the classroom teacher. How to locate causes of reading difficulties and prescribe corrective procedures. Prerequisites: CE 401 or 402 or SE 462.

**473. Diagnostic and Remedial
Reading II/(3).F;W;S.**

Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: CR 472.

**477. Psychological Bases of
Reading/(3).F;SS.**

This course is designed to pursue in depth the psychological basis of reading and the reading act, motivation and learning.

**478. Theory and Practice of
Guidance/(3).F;W;S;SS.**

An introductory study of public school guidance and counseling programs and practices, including purposes, philosophy, organization, and other important aspects of a guidance program.

**479. Group Methods and
Processes/(3).F;W;S;SS.**

A study of group dynamics, experimentation in groups, leadership roles, applicability to other settings.

**484. Human Relations and
Interaction/(3).F;W;S;SS.**

A course designed as an elective for prospective elementary and secondary teachers, business majors, media specialists, recreation leaders, and others, whose interests lie in applying the most constructive methods of human relations known. The course will include a review of mental health innovations, self concept research, the Carkhuff-Truax scales of growth facilitation, and other learning models, creativity, and psychodynamics of the teaching-learning process.

**487. [540] Guidance Services in
the Elementary School/(3).F;SS.**

Designed primarily for those who are preparing to become counselors at the elementary school. Emphasis is given to philosophy, organization, maintenance and use of records, variety and use of tests, play therapy concepts, consultation with teachers and/or parents.

**489. Reading and Communications/
(3).On demand.**

Graduate Courses

**500. Research in
Education/(3).F;W;S.**

A study of the various types of research and the logical organization of research and reporting; required in first quarter for persons working for Master of Arts degree in any area in education, industrial arts, library science. *Staff.*

**508. Clinical Problems in
Reading/(3-6).W;SS.**

Deals with clinical techniques used in the diagnosing and treatment of reading problem. Prerequisite: CR 472, majors. *Farris.*

**511. Investigations in
Reading/(3).F;SS.**

Investigations are made of the literature and research dealing with the teaching of reading. *Price, Jones.*

514. Psychological and Educational Testing/(3).F;W;S;SS.

A study of the rationale which underlies group testing with emphasis upon the Standards for Educational and Psychological Tests and Manuals. Prerequisite: CR 460 or permission of the instructor. (Also Psychology 514.) *Staff.*

520. Occupational and Educational Information/(3).F;S;SS.

Designed to acquaint teachers and counselors with sources and uses of vocational and educational information. *Robinson.*

522. Counseling Theory and Techniques/(3).W;S;SS.

Designed primarily for students certifying in guidance and counseling emphasis on theory and practice. Prerequisites: CR 478, Psychology 450. *Harrill.*

523. Organization and Administration of Guidance Services/(3).On demand.

Primarily designed for those who desire to study the methods of introducing and establishing a school guidance program. *Robinson.*

524. Seminar in Guidance/(3).F;W;SS.

Each individual will select some phase of guidance work, according to his special interests, for research and study. Prerequisite: Approval of instructor. *Staff.*

527. Marital Counseling and Enrichment/(3).F;SS.

An emphasis upon the family as a unit of society which communicates, interacts, and

experiences conflicts. A study of most recent theory, research, and practice of effective types of family communication, interaction, and resolutions to conflict. Prerequisite: CR 522.

538. Supervised Practicum in Counseling/(3-6). F;W;S;SS.

Practice in the application of counseling techniques. Available primarily for Appalachian State University counseling degree candidates. Credit and setting to be decided upon in consultation with practicum supervisor. Prerequisite: Approval of advisor. Six quarter hours—two separate quarters—are required by Appalachian State University for the certification program. Three quarter hours for noncertificate program. *Staff.*

541. Student Personnel Services/(3).W;SS.

This course is designed for students interested in preparing themselves for college work in a noninstructional capacity. Emphasis is given to philosophy, organization, staffing, and services which comprise adequate student personnel programs: orientation, records, counseling, testing, health, recreation, housing, and placement. *Padgett.*

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S;SS.

551. Field Experience in Teaching Reading/(3 to 9).F;W;S;SS.

Students register only by permission. *Price.*

557. Reading Curriculum: Organization and Supervision for Reading Majors/(3).On demand and SS.

Students in this course will study reading curriculum designs and design a "cur-

riculum" in reading and study ways and means of implementing and supervising reading programs. Prerequisite: Must have 24 hours in reading or permission of advisor in reading. *Price, Farris.*

558. Teaching of Reading/(3).S;SS.

A study of current practices, materials, and philosophy of teaching reading on all levels. *Price.*

559. Advanced Course in Methods and Materials in Reading/(3).On demand and SS.

Students will learn techniques of designing, making, and utilizing instructional materials for specific teaching purposes and methods. Prerequisite: 18 hours in reading and/or permission of graduate advisor in reading. *Staff.*

561. Evaluation and Assessment in Reading/(3).SS.

A study and evaluation of select curricula and programs in reading and the planning of a total school reading program. Open only to students specializing in reading or by permission. *Farris.*

**565. Selected Topics/(3 or 6).
F;W;S;SS.**

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit. *Staff.*

567. Current Literature in Reading/(3).On demand and SS.

This course will involve both intensive and extensive reading of current periodicals and journals dealing with materials, methods, and theory of current trends and practices in reading. Prerequisites: 18 hours in reading, teaching experience, approval of reading advisor. *Price, Dedmond.*

568. Research Problems in Reading/(3).F;SS.

In this course students will do research on critical areas of reading. Prerequisite: Open only to reading majors who have 18 hours in reading. *Jones, Price, Farris.*

571. Seminar in Reading/(3).F.

The seminar is planned to meet the needs of specific groups in reading. Students can register only by permission. *Price.*

580. Internship in Student Personnel/(3).F;W;S.

Open only to majors in Counselor Education with prior written permission from the Director of Counselor Education. On-the-job experience will be emphasized, exposing each enrollee to at least two different student personnel services. On occasion, the course may be repeated for 3 additional hours credit when student is assigned to a new work location. Prerequisite: CR 541.

587. Statistical Applications in Education/(3).W;SS.

Statistical methods and analysis as applied to education. A study of measures of reliability, variability, correlation, central tendency, and problems of sampling. *Staff.*

600. Seminar in Research Design/(3-6).S.

The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees. *Staff.*

610. Clinical Practicum III, Interdisciplinary (3-9).On demand.

A practicum in which the student works in an interdisciplinary situation and approach to solving severe (clinical) reading problems. *Farris.*

**648. Independent Study/(3-6).
F;W;S;SS.**

**661. Problems in Organization
and Supervision in Reading/(3).
On demand.**

A study of problems in organization and supervision of reading; their causes and some probable solutions. *Price.*

670. Individual Behavior/(3).F;SS.

A survey of the literature pertaining to the perceptual approach to the study of the individual's behavior. Efforts will be made to show the applications of this approach to education and counseling. *Staff.*

671. Human Sexuality/(3).F;S;SS.

Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson. *Harrill.*

**672. Advanced Group Methods
and Processes/(3).W;S;SS.**

An intensive concentration of the theoretical writings and research findings relevant to various kinds of group processes. Particular attention will be given to the applicability of these processes to the promotion of democratic procedures, of the development of individuality and leadership qualities via meaningful group interaction. *Staff.*

**673. Advanced Seminar in
Reading(3-6).On demand.**

A seminar built around reading-related experiences the student faced in his field work as well as other current reading-related topics. *Jones.*

**679. Practicum in Group Methods
and Processes/(3).S;SS.**

Actual practice under supervision in group member and group leadership participation. *Staff.*

Department of Educational Media

Doris W. Cox, Chairman

The Department of Educational Media offers programs of study at the undergraduate and graduate levels which serve the needs of students to become media specialists for professional service in school library/media centers and community college learning resource centers and specialists in audiovisual technology in other agencies.

An undergraduate major is offered in library science leading to the Bachelor of Science degree and certification as a school librarian. The major is comprised of Educational Media 301, 302, 305, 306, 307, 451 or 452 or 453, 454 or 456, 466, 470, 473, 475; Childhood Education 301 and 302 or Secondary Education 304 and 305; Childhood Education 404; Psychology 301, 302, 303; and 12 hours of electives.

The undergraduate might choose to follow a liberal arts major and take pre-professional courses in library science which will prepare him for entrance in graduate programs of library and information science. For such a student a minor in library science leading to the Bachelor of Arts degree is available. This minor

must include Educational Media 301, 302, 305, and electives selected in consultation with a departmental advisor.

Graduate programs leading to the Master of Arts and the Specialist in Education degrees are described in the *Graduate Catalog*. A student desiring to pursue one of these programs should consult with the chairman and/or faculty advisor.

Courses of Instruction in Educational Media

(For a description of the notation used in the following list of courses, see p. 209.)

**248. Independent Study/(1-6).
F;W;S;SS.**

**300. Library Resources for
Elementary Majors/(3).F;W;S.**

Aids and sources of information concerning books and materials; basic factors and problems in selection; the use of books and libraries as resources for teaching materials. Not open to library science majors.

**301. Introduction to
Librarianship/(3).F;SS.**

Historical background of the library profession; objectives and functions of the modern library; library standards; survey of professional literature.

**302. Reference Sources and
Services/(3).W;SS.**

Evaluation and use of basic reference materials; citation and bibliographic form; techniques and procedures in reference work.

**304. Children's Literature/(3).
F;W;S.**

Developing a background in the history of children's literature, evaluating modern writers and illustrators of children's books, and studying the various phases of literature which should be presented to elementary children. Not open to library science majors.

**305. Selection of Library
Media/(3).F;SS.**

Basic factors, problems, and selection aids in the selection of resources of all formats including criteria for selection.

**306. Resources for High School
Media Centers/(3).S;SS.**

Media in relation to adolescent needs and interest and the high school curriculum. Prerequisite: EM 305.

**307. Resources for Elementary
School Media Centers/(3).W;SS.**

Media in relation to children's needs and interests and the elementary curriculum. Prerequisite: EM 305.

**348. Independent Study/(1-6).
F;W;S;SS.**

**451. Literature of the
Humanities/(3).F;SS.**

A survey of special reference works, bibliographies, and landmark books in the areas of literature, philosophy, and religion.

**452. Literature of the Social Sci-
ences and the Fine Arts/(3).W;SS.**

A survey of special reference works, bibliographies, and landmark books in the areas

of biography, history, travel, the social sciences, and the fine arts.

453. Literature of Science and Technology/(3).W;SS.

A survey of special reference works, bibliographies, and landmark books in the pure and applied sciences.

454. Literature for Young Adults/(3).W;S;SS.

Discussion and evaluation of contemporary literature, both adolescent and adult, available for young adults. Emphasis on fiction, drama, poetry, and essays.

455. Interpreting Books to Readers/(3).F;S.

Storytelling, annotations, book reviewing, the book talk, radio, television, story recordings, reading aloud, book discussions.

456. Critical History of Children's Literature/(3).F;SS.

A survey of the origins and development of literature for children in England and America from Anglo-Saxon times to the present. Critical analysis of what has endured and why.

457. Library Workshop/(3-9).SS.

466. Instructional Materials/(3).F;W;S;SS.

Considers the process of using a wide variety of teaching and learning resources in improving instruction. Emphasizes the location, selection, and evaluation of materials; the role of instructional materials in teaching and learning; preparation and administration of instructional materials.

467. Correlating Curriculum and the Media Center/(3).F;SS.

Planned to help the classroom teacher understand better the function and use of the school media center as a means of vitalizing teaching. Not open to library science majors.

470. Organization and Administration of the School Media Center/(6).F;W;S;SS.

Acquisition, processing, circulation of media; personnel; records and reports; attendance and scheduling; quarters and equipment; professional relationships, evaluation of services.

473. Cataloging and Classification for Media Centers/(3).F;W;SS.

Study of the principles of cataloging and classification of learning resources. Preparation of a practice file and manual.

474. Photography/(3).W;SS.

Basic theory, principles and techniques of black and white, and color picture photography.

475. Audiovisual Instruction/(3).F;W;S;SS.

An introductory study of a variety of major audiovisual media which encompasses the selection and practical classroom application of materials; laboratory experience in the operation of equipment; and the production of basic visual materials.

476. Cinematography/(3).S;SS.

Basic theory, principles and techniques of motion picture photography.

477. Children's Literature Workshop/(3).SS.

Graduate Courses

**500. Research Methods in
Librarianship/(3).On demand.**

A survey of scientific methods of research with application to specific problems in librarianship. *Cox.*

**502. Administration and Supervi-
sion of School Media Center
Systems/(3).On demand.**

Designed for the experienced school librarian in preparation for supervisory positions in large units of school media service. Involves a critical study and analysis of problems in organization and administration of city, county and state school media systems. *Cox.*

**503. Reading Interests and
Guidance/(3).S;SS.**

Implications of research in reading interests of children and young people. Methods and materials for guidance in their use. Open to nonmajors. *Cox.*

**504. Advanced Reference and
Bibliography/(3).W;SS.**

Special reference problems, methods and materials for the large school media center and the two-year college learning resource center. Includes cooperative aspects of media service, the development of national and international bibliography, and the implications of automation in libraries. *Staff.*

**505. Advanced Cataloging and
Classification/(3).S;SS.**

Specialized cataloging and classification problems and processes. *Staff.*

506. History of Libraries/(3).F;SS.

The development of the library as a cultural institution in ancient, medieval and modern times. *Justice.*

**507. History of Books and
Printing/(3).S;SS.**

The development of books and other records from ancient times to the present. Includes the history of writing materials, the alphabet, manuscripts, printing, illustrating, and modern book production. *Justice.*

**508. Contemporary Libraries and
Communities/(3).F;SS.**

Service goals of school, public, academic, and special libraries with emphasis on the communities they represent. Surveys, networks, public relations, and cooperative planning. *Staff*

**510. Administration and Organiza-
tion of the Two-Year College
Learning Resource Center/(3).
F;SS.**

Professional management of personnel, budgeting, programs, facilities, and collections. Leadership factors in developing dynamic services. *Staff*

**511. Government Publications/(3).
On demand.**

The nature and scope of United States government publications, with some attention given also to state, municipal, foreign, and international publications. Problems in their acquisition, organization, and use. *Justice.*

**512. Use of Materials with
Students and Teachers/(3).F;SS.**

Materials and methods for more effective use of library resources in various curriculum areas in the school. *Cox.*

**513. Problems and Trends in
Libraries/(3).S;SS.**

An advanced course to consider recent developments in curriculum, teaching techniques, physical facilities, and innovations in library service that affect the library. *Cox.*

514. Film Guidance and Interpretation for Teachers and Librarians/(3).W;SS.

The study of films as an art form as it applies to the responsibilities of teachers and media specialists in selecting and teaching appreciation of them. *Staff.*

515. Critical Analysis of Contemporary Children's Literature/(3).S;SS.

An in-depth study of selected works representative of the literary genres of children's literature published since 1950. *Staff.*

528. Production and Care of Audiovisual Materials/(3).F;SS.

Includes design and use of graphic and photographic production techniques. Prerequisite: EM 475. *Pritchett.*

532. Use and Care of Machines and Equipment/(3).W;SS.

A study of operating techniques of projection and audio devices, cameras, electronic laboratories, teaching machines; preventive maintenance and minor repairs. Prerequisite: EM 475. *Pritchett.*

536. Programmed Instruction/(3).S;SS.

An introductory course in the design, preparation, and validation of programs for instruction; provides laboratory experiences in programmed learning. *McFarland.*

537. Organization and Administration of an Audiovisual Program/(3).S;SS.

Selection and evaluation of materials and equipment, including an analysis of the adequacy and effectiveness of audiovisual programs in school and college systems. Prerequisite: EM 475. *Pritchett.*

540. Seminar/(3-9).F;W;S.

541. Information Science and Computer Applications in Media Centers/(3).S;SS.

Fundamental concepts of computer approaches to media functions in acquisitions, inventory control, statistics, and management analysis. Data banks and information systems, facsimile transmission, microform technologies.

545. Practicum/(3).F;W;S.

547. Library Science Institute/(9).SS.

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S;SS.

554. Television in Instruction/(3).W;SS.

Techniques of using television as a teaching device. Covers production and utilization with emphasis on the use of portable videotape recorder. Survey of programming available to schools from all sources. *Stoddard.*

555. Seminar in Problems in Audiovisual Instruction/(3).S;SS.

For audiovisual majors only. *Pritchett.*

556. Practicum in Audiovisual Programs/(3).F;W;S;SS.

Prerequisite: Completion of all other audiovisual courses and approval of instructor. *McFarland.*

**564. Advanced Production of
Audiovisual Materials/(3).W;SS.**

Continuation of 528 in breadth and depth. Emphasis on project productions for mass distribution. Prerequisite: EM 475 and 528. *Pritchett.*

**565. Selected Topics/(3 or 6).
F;W;S;SS.**

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit. *Staff.*

**582. Organization and Administration of Learning Laboratories/
(3).SS.**

This course is designed to acquaint teachers and administrators with the unique nature of learning laboratories. Particular emphasis will be given to organization and administration of learning laboratories and programmed materials centers in community colleges. *Staff.*

**592. Communications Theory and
Media/(3).F;SS.**

Examination of communication models and learning theory in the communication and learning processes. Special emphasis on the influences of educational communications in instructional leadership situations. *Staff.*

**593. Instructional Graphics/(3).
W;SS.**

Basic design principles and concepts as they apply to selection, preparation, and evaluation of graphic material. Course includes

laboratory experience in layout, mechanical lettering, coloring, transparency production, and graphic duplicating processes. *McFarland.*

**594. Theory and Design of
Instructional Graphics for
Visual Literacy/(3).S;SS.**

Perception and learning theory as they relate to message design; basic design principles, laboratory experiences in high contrast photography and picture editing. *McFarland.*

**604. Readings and Research in
Children's Literature/(3).S;SS.**

An in-depth study of literature for children, kindergarten through grade eight. Review of research studies relating to interests at different ages, discussion of types and use of various literature, folklore, modern fairy tales, myths and legends, realistic stories, biographies, and poetry to meet the needs of the individual child. *Cox.*

**648. Independent Study/(3-6).
F;W;S;SS.**

655. Advanced Seminar in Educational Communications/(3).S;SS.

Individual and group study of selected problems. Prerequisite: Basic courses in the field. For educational media majors only. *Staff.*

**656. Instructional Systems
Design/(3).W;SS.**

Theory and design of instructional systems. Includes cybernetics, noncomputerized program development, task analysis, behavioral objectives. Designing and arranging the learning environment. For educational media majors. *McFarland.*

Department of Secondary Education

N. Andrew Miller, Chairman

The Department of Secondary Education offers undergraduate and graduate courses leading to certification in the various fields of instruction in the secondary

school. In addition to meeting the minimal requirements for certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

A student preparing to teach in the secondary school must complete Secondary Education 304, 305; Psychology 301, 302, 303; one methods course in his field of concentration; and Secondary Education 407. Each student planning to teach in the secondary school should take Secondary Education 200, Orientation to Teaching, during the sophomore year. This will enable a student to decide early on a career in teacher preparation.

A student preparing to teach in a special area (art, health and physical education, library science, and music) must complete Childhood Education 301, 302 or Secondary Education 304, 305; Psychology 301, 302, 303; methods course or courses in his field of concentration; and Secondary Education 404.

Courses of Instruction in Secondary Education

(For a description of the notation used in the following list of courses, see p. 209.)

200. Orientation to Teaching/(1-3).F;W;S.

A laboratory experience for sophomores in public schools. Students spend 20 hours each quarter as teacher aids. One quarter is spent in K-3, one in 4-8, and one in 9-12. One hour of credit is earned each quarter on a satisfactory-failure basis. Elective course for all prospective secondary education majors.

248. Independent Study/(1-6). F;W;S;SS.

304. Public Education in the United States/(3).F;W;S.

For secondary education majors. The origin and development of public education as a social institution. State and local school organization, administration, and financial support.

305. Principles of Secondary Education/(3).F;W;S.

For secondary education majors. Problems and issues in curriculum development. The roles and immediate tasks of the high school teacher. Planning instructional activities.

308. Music in the High School/(3).S.

A study of the organization and direction of the music program in the secondary school. Materials for the adolescent voice, elementary theory, music appreciation, operettas, and program building are surveyed. Designated for music majors.

309. Piano Pedagogy/(3).W.

The teaching of piano with a study of various approaches in private and class methods; problems of setting up and operating a studio.

348. Independent Study/(1-6). F;W;S;SS.

404. Student Teaching Special Subjects/(5-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter or part time teaching experience under supervision for one year for students who plan to teach special subjects in grades 1-12. For students majoring in art, physical education and health, library science, music, special education. Summer session application by March 1.

407. Student Teaching: High School/(5-15).F;W;S;SS.

Full time teaching experience under supervision for one quarter or part time teaching experience under supervision for one year for adults, who plan to teach secondary school subjects in grades 9-12. The student who wishes to take this course during a summer session must make application to the Director of Field Experiences by March 1.

408. Teaching High School Mathematics/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

409. Teaching High School Science/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

410. Teaching High School Social Studies/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

411. Teaching High School English/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

412. Teaching Foreign Languages/(3).S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

413. Teaching Home Economics/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

414. Teaching Physical Education/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

415. Art in the Secondary School/(3).F.

Exploration into the functional use of a variety of art materials, techniques, curriculum construction considering the level of the student's creative development in relation to his needs, interests, maturity; the philosophy and psychology of art education. Prerequisites: SE 305 and Psychology 302.

416. Teaching Industrial Arts/(3).F;S.

Prerequisites: SE 305 and Psychology 302.

417. Teaching Business Education/(3).F;W;S.

Students will have 30 hours of teamed experiences in public school classrooms and from 10-15 hours of seminars. Prerequisites: SE 305 and Psychology 302.

418. Teaching Speech/(3).S.

Prerequisite: SE 305 and Psychology 302.

419. Instrumental Methods and Materials/(2).W.

A comprehensive survey of the materials and methods in instrumental class teaching. Prerequisites: CE 302 or SE 305; Psychology 302.

420. Choral Methods and Materials/(2).S.

A comprehensive survey of the materials and methods in choral teaching. Prerequisites: CE 302 or SE 305; Psychology 302.

453. Art Education Workshop/(3).SS;Ex.

(Same as Art 453.)

462. Reading on High School and Advanced Levels/(3).F;W;S;SS.

Reading problems encountered on the high school level; reading in the content areas of the curriculum; the total school responsibility in reading improvement. Opportunities for practical application provided.

Graduate Courses

510. Extracurricular Activities/(3).F;SS.

A study of extracurricular activities which modern schools are expected to carry out as a part of their educational program. *Randall.*

515. Organizing and Planning Student Teaching/(3).F;SS.

A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers. *Staff.*

516. Supervision of Student Teaching (3).S;SS.

A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation. *Staff.*

529. Organization and Supervision of School Music/(3).W;SS.

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. *Spencer, Mears, Fox.* (Same as Music 529.)

548. Independent Study/(1-6).F;W;S;SS.

550. Master of Arts Thesis/(6).F;W;S.

562. Secondary School Curriculum/(3).SS.

A study of the modern secondary school curriculum; development, recent trends, and organization; including the philosophy and psychology upon which these practices are based. *Miller, Hooks.*

565. Selected Topics/(3 or 6).F;W;S;SS.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of 6 hours credit. *Staff.*

576. Internship for Supervising Teachers/(3).F;W;S.

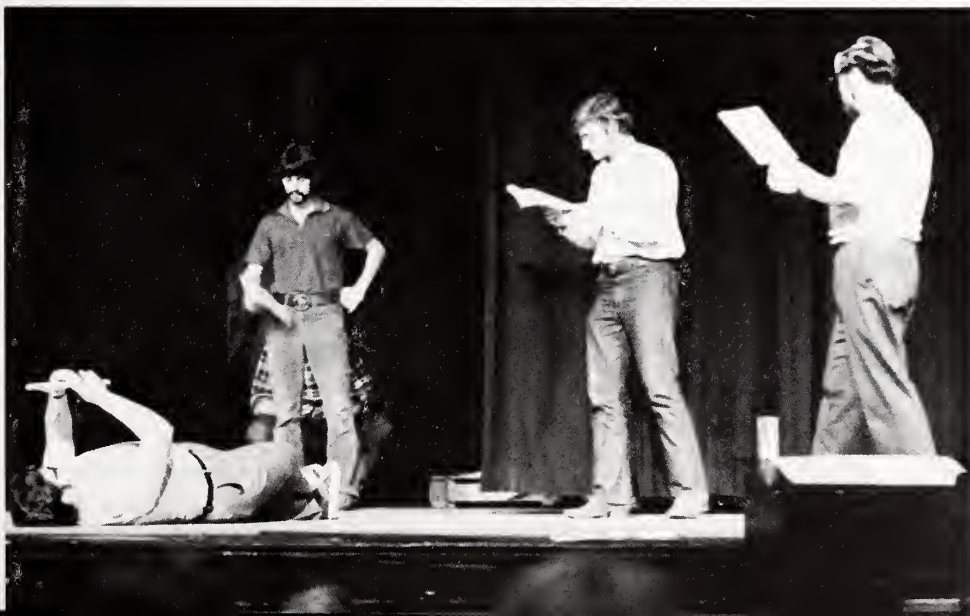
A program designed for regularly employed public school teachers in which experiences will be provided to enable a supervising teacher to do a better job of supervising the work of a student teacher. *Staff.*

580. History of American Education/(3).S;SS.

A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural developments in the growth of a system of public education. *Melton.*



The College of Fine and Applied Arts





The College of Fine and Applied Arts

Nicholas Erneston, Dean

In cooperation with other colleges of the university, the College of Fine and Applied Arts strives:

To provide for varied interests, desires, needs, and abilities of students.

To provide a liberal education for all Appalachian students.

To expand cultural horizons and develop appreciation of ethical and aesthetic values.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To provide sound foundations for students capable and desirous of advanced study.

Departments

The College of Fine and Applied Arts consists of the following seven departments:

Art

Military Science

Health, Physical Education and
Recreation

Music

Speech

Home Economics

Industrial Arts and Technical Education

Degrees Offered

The College of Fine and Applied Arts offers the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Music degrees. In cooperation with the College

of Education it offers the Bachelor of Science degree with teacher certification in art, health and physical education, home economics education, industrial arts, music (Bachelor of Music in Music Education), speech, and speech correction (speech and hearing).

To be admitted to the College of Fine and Applied Arts as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.00, which must be maintained.
3. Completed English 100, 110, 120.
4. Been accepted by a department in the college as a major in that department.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the chairman of the Department of Secondary Education.

Bachelor of Arts Degree

In order for a student to earn the Bachelor of Arts degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of 9 quarter hours of a second year of foreign language or more. The Department of Foreign Languages places students at the level at which they are prepared to perform regardless of previously earned units.
4. Completion of a major consisting of 46 to 60 quarter hours from one of the fields listed below:

Art	Music	Speech
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A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

5. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the departments of administration, supervision and higher education, childhood education, counselor education and reading, and secondary education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian. The choice of a minor should be made under the guidance of the student's advisor in his major field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.

6. Completion of electives to total 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
9. Recommendation of the faculty.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teacher's certificate by admission to professional education courses through the chairman of the Department of Secondary Education and by completing all academic and professional education requirements for certification.

Bachelor of Science Degree (without teacher certification) B.S. "a"

In order for a student to earn the Bachelor of Science degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of the general education requirements.
3. Completion of a major of 54 to 94 quarter hours selected from one of the fields listed below:

Health and Physical Education Industrial Arts
Home Economics in Business

A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

4. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the departments of administration, supervision and higher education, childhood education, counselor education and reading, and secondary education. A transfer student must complete at least 6 quarter hours in his minor at Appalachian. The choice of a minor should be made under the guidance of the student's advisor in his field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.
5. Completion of electives to total 183 quarter hours.
6. Completion of residence requirements.
7. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.

8. Recommendation of the faculty.

Meeting graduation requirements is the student's responsibility.

Bachelor of Science (with teacher certification) B.S. "b"

For the requirements for the Bachelor of Science degree with teacher certification (B.S. "b") see page 202, College of Education.

Bachelor of Music

In order for a student to earn the Bachelor of Music degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 183 quarter hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements.
3. Completion of a major of a minimum of 110 quarter hours in music (83-84 quarter hours for music education majors) in the following fields:

Performance	Music Education	Sacred Music
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4. A student must have at least a 2.00 grade-point average on all work in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.
5. Completion of a minor of 38 quarter hours in education (Music Education majors only). A transfer student must complete at least 6 quarter hours in his minor at Appalachian.
6. Completion of electives to total 183 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
9. Recommendation of the faculty.

For the specific requirements for the Bachelor of Music degree programs, consult the section dealing with degree programs, pages 272-283, in the section of this catalog which discusses the Department of Music.

Courses of Instruction

Courses are listed in numerical order by departments which are listed in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered

for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 500 to 599 for graduate students with the approval of advisor; and 600 and above for graduate students. Courses open to lower classes are also open to upper classes. For courses numbered 500 and above the name of the professor who ordinarily teaches the course is given in italics following the course description.

The figure in brackets preceding a course title indicates the course number used in the 1972-73 catalog.

The figure in parentheses after the course title gives the credit in quarter hours; for example, the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarter offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Department of Art

Lawrence F. Edwards, Chairman

The objectives of the Department of Art are twofold. One objective is to provide the best preparation and training of teachers of art for the public schools. The second objective is to provide the best professional training in order that the art student, whether he plans to teach or not, may make a creative contribution to the visual arts of our culture.

In addition, the general community will have the opportunity to increase its knowledge and appreciation of art through service courses and the major professional exhibitions of art sponsored by the Department of Art.

A major in art leading to the Bachelor of Science degree and teacher certification consists of 63 quarter hours, including Art 101, 104, 200, 203, 205, 208, 211, 213, 255, 301, 302; 3 quarter hours from Art 303 or 304 or 306; Art 413, 414,

425, 450; and a minimum of 12 additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, 308; or Art 313, 314, 409, 411; or Art 311, 312, 408, 412; or Art 355, 400, 420 and Industrial Arts 205. The art major must also take 3 quarter hours of an art elective. The art major must also take Childhood Education 202, Secondary Education 415, and Educational Media 475.

A major in art leading to the Bachelor of Arts degree consists of 60 quarter hours including Art 101, 104, 203, 205, 208, 211, 213, 301, 302, 303, 304, 306, 413, 414, 451; a minimum of 12 additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, and 308; or Art 313, 314, 409, and 411; Art 311, 312, 408 and 412; or Art 200, 255, 355, and 400. The art major must also take 3 quarter hours of an art elective.

A minor in art consists of 24 quarter hours, including Art 101, 104, 208, 211, 213; 3 quarter hours from Art 301 or 302 or 303 or 304 or 306; and 6 quarter hours of art electives.

A concentration in art consists of 18 quarter hours including Art 101, 104, 425; 3 quarter hours from Art 303 or 304 or 306; 6 quarter hours from any of the following areas, Art 208 and Art 209, or Art 211 and Art 311, or Art 313 and Art 314, or Art 203 and 413, or Art 301 and Art 302, or Art 200 and Art 400, or Art 255 and Art 355.

An academic concentration in art leading to the Master of Arts degree for elementary school teachers consists of 24 quarter hours including Art 525, 550, 560; 3 quarter hours from any 500 level art history; 3 quarter hours from any 500 level studio course; and 9 additional quarter hours in electives from studio and/or art history on the 500 level.

A 12 hour academic minor in art leading to the Master of Arts degree for elementary school teachers consists of 12 quarter hours including Art 525, 560; 3 quarter hours of graduate level studio course selected from the areas of painting or graphics or sculpture or constructive design; 3 quarter hours in graduate level art history.

Additional professional requirements for the Master of Arts degree for elementary school teachers are listed in the Graduate Catalog.

Art 201, 453, 456 and 459 are not approved for completing requirements for an art major, minor, or concentration.

Courses of Instruction in Art

(For a description of the notation used in the following list of courses, see p. 241.)

101. Beginning Drawing and Composition/(3).F;W;S.

The basic skills and drawing in black and white media are accented. Drawings are

made from the figure, landscape, and still life. Drawings by great artists are studied. Lecture one hour, laboratory five hours.

104. Beginning Design/(3).F;W;S.

Introduction to basic modes of the structuring of visual form in two dimensions. Analysis and applications. Lecture one hour, laboratory five hours.

**200. Constructive Design in
Fabric/(3).F;W;S.**

Constructive design in fabric crafts with emphasis on creative problem-solving, craftsmanship, and techniques with various fibers through weaving, batik dyeing, printing, and other processes. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

**201. Fundamentals of
Art/(3).F;W;S.**

Personal experience in working with varied art media, stressing concept-learning skills and critical evaluation for the elementary education major. Not open to art majors. Lecture one hour, laboratory five hours.

**203. Intermediate Drawing and
Composition/(3).F;W;S.**

Extensive use of all drawing media. Experimental approaches encouraged. Analytical study of masterpieces of drawing. Prerequisite: Art 101. Lecture one hour, laboratory five hours.

**205. Intermediate Design/(3).
F;W;S.**

Theories and concepts in structuring three-dimensional forms. Basic applications through forming, modeling, constructing, carving, and casting processes in a variety of materials (wood, simulated stone, plastic, and metal). Prerequisite: Art 101. Lecture one hour, laboratory five hours.

**208-209-210. Painting/(3-3-3).
F;W;S.**

Foundation courses in technical handling of a variety of media. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

**211. Introduction to
Sculpture/(3).F;W;S.**

An introduction to sculptural ideas and concepts through skills and techniques. Prerequisite: Art 205. Lecture one hour, laboratory five hours.

213. Printmaking/(3).F;W;S.

Initial study and practice in the basic graphics processes. Relief, intaglio, planographic, and serigraphic printing. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.

217. Introduction to Art/(3).F;W;S.

Analysis of selected examples of architecture, sculpture, painting, crafts, and industrial design in relation to their historical time and need. Lecture three hours.

**218. (Humanities) Music, Art and
Ideas I/(3).F;W.**

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, sociological, and scientific aspects of the fine arts. The purpose of this course is to serve as a capstone—a drawing together of the many single threads which tend to constitute liberal education—to give meaning and direction to one's search for personal freedom. Students would be expected to make use of a wide variety of library materials, and to pursue topics of special interest on an individual or group basis. From the culture of Ancient Greece through the Middle Ages.

**219. (Humanities) Music, Art and
Ideas II/(3).W;S.**

A continuation of Humanities 218. From the Renaissance to the present.

**230. Constructive Design in
Alloys/(3).F;S.**

Introduction to design techniques and skills developed through the use of permanent

media, including alloys of metals and related materials. Prerequisites: Art 104, Art 205. Lecture one hour, laboratory five hours.

**248. Independent Study/(1-6).
F;W;S;SS.**

**255. Constructive Design with
Plastic Media/(3).F;W;S.**

Constructive design with emphasis on structural and surface qualities. One hour lecture, five hours laboratory. Prerequisites: Art 101 or permission.

**301. Ancient and Medieval
Art/(3).F.**

A survey of architecture, painting, and sculpture from prehistoric time through medieval Europe. Lecture three hours.

302. Renaissance Art/(3).W.

A study of architecture, painting, and sculpture from the fourteenth through the eighteenth centuries. Lecture three hours.

**303. Modern Art, Nineteenth
Century/(3).F.**

A study of architecture, painting, and sculpture in the nineteenth century. Lecture three hours.

304. American Art/(3).W.

A survey of art in America. Painting, sculpture, and architecture from colonial times to the present. Lecture three hours.

**306. Modern Art, Twentieth
Century/(3).S.**

A study of architecture, painting, and sculpture in the twentieth century. Lecture three hours.

**307. Life Drawing and
Painting/(3).F.**

Structure and action of the human figure. Prerequisite: Art 210. Lecture one hour, laboratory five hours.

308-309. Painting/(3-3).S.

Advanced problems in painting, individual experimentation and expression. Prerequisite: Art 307. Lecture one hour, laboratory five hours.

**311. Advanced Sculpture, Casting
Processes/(3).W;S.**

Advanced theories of structuring permanent three-dimensional forms applied to the casting processes in a variety of materials. (This may include clay, simulated stone, plastics, foundry.) Prerequisite: Art 211. Lecture one hour, laboratory five hours.

**312. Advanced Sculpture,
Subtractive Processes/(3).W;S.**

Advanced applications of sculptural theories and concepts to subtractive processes. Prerequisite: Art 211. Lecture one hour, laboratory five hours.

313-314. Printmaking/(3-3).F;W.

Continued work in graphics processes with emphasis on selected techniques. Prerequisite: Art 213. Lecture one hour, laboratory five hours.

326. Secondary School Art/(3).W.

Art materials and equipment for the secondary school. Basic use of materials and equipment for the secondary school art, including budgeting, purchasing, and facilities planning. Lecture three hours.

**348. Independent Study/(1-6).
F;W;S;SS.**

355. Constructive Design in Plastic Media/(3).F;W;S.

Constructive design with plastic media. An extension of Art 255 plus an exploration in depth of one aspect of plastic construction. Prerequisite: Art 255. Lecture one hour, laboratory five hours.

400. Constructive Design in Fabric/(3).F;W;S.

Constructive design in fabric. An extension of Art 200 plus an exploration in depth of one aspect of constructive design in fibers. Prerequisite: Art 200. Lecture one hour, laboratory five hours.

407. Advanced Painting/(3).S.

Prerequisite: Art 309. Lecture one hour, laboratory five hours.

408. Advanced Sculpture, Constructive Processes/(3).W;S.

Theories and concepts of three-dimensional form through the constructive approach in a variety of media. (Wood, stone, metals, plastics, also mixed media.) Prerequisite: Art 211. Lecture one hour, laboratory five hours.

409. Advanced Printmaking/(3).F;W.

Advanced work in graphic media with emphasis on individual technical investigations. Prerequisite: Art 314. Lecture one hour, laboratory five hours.

410. Advanced Life Drawing and Painting/(3).F.

Prerequisite: Art 307. Lecture one hour, laboratory five hours.

411. Lithography/(3).F;W.

Advanced work and individual investigation in lithographic techniques. Prerequisites:

Art 313, 314. Lecture one hour, laboratory five hours.

412. Advanced Experimental Sculpture/(3).W;S.

Advanced investigations into current trends in sculptural concepts and experimentation with new media. Prerequisite: Art 408. Lecture one hour, laboratory five hours.

413. Advanced Drawing and Composition/(3).F;W;S.

Monochromatic drawing as an art form with special emphasis on compositional approaches. Planning of larger works through drawing. Individual projects. Prerequisite: Art 203. Lecture one hour, laboratory five hours.

414. Advanced Design/(3).F;W;S.

Further investigations into theories of structuring visual form. Prerequisite: Art 305. Lecture one hour, laboratory five hours.

420. Philosophy and Problems of the Craftsman/(3).S.

Exploration of historical and contemporary philosophers and problems of craftsmen involved in constructive design. Lecture three hours. Prerequisite: Art 200, Art 255.

425. Teaching-Learning Processes in Art Education-Elementary/(3).S.

Art curriculum and course content in the elementary schools. A study of trends, organization, content, materials, and equipment for the elementary schools. Lecture three hours. Prerequisite: Childhood Education 202.

430. Constructive Design in Alloys/(3).F;S.

A continuation of Art 230 with opportunities for concentration in specific areas. Prerequisite:

site: Art 230. Lecture one hour, laboratory five hours.

450. Problems in Art/(3-6).

F;W;S.

Individual problems or projects. No more than 3 hours may be taken in a quarter. Admission on approval of chairman.

451. Seminar/(3-6).S.

A specialized course involving advanced study by small groups in selected areas. Students may enroll twice for credit totaling 6 quarter hours but may not receive credit for a seminar which duplicates the content of one for which they have previously received credit.

453. Art Education

Workshop/(3).SS;Ex.

An intensive two-week course devoted to art instruction in grades one through twelve, including the correlation of art with teaching at all levels. Art materials and supplies for grade levels are examined. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours.

456. Workshop in Painting/(3).

SS.

An intensive two-week course. Student chooses, with the instructor's approval, the painting medium to be used. Field trips offer opportunities to paint local scenery. Lecture one hour, laboratory five hours.

**459. Workshop in
Sculpture/(3).SS.**

An intensive study of the various concepts and techniques involved with creative sculpture dealing with all the basic forms in modeling as well as wood and stone carving. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours.

Graduate Courses

501. Ancient and Medieval

Art/(3).F.

An intensive investigation of art forms from prehistory through Medieval period. A graduate research paper will be required. Lecture three hours. *Edwards.*

502. Renaissance Art/(3).W.

Advanced study emphasizing the European involvement with art during the Renaissance. A graduate research paper will be required. Lecture three hours. *Dennis.*

503. Modern Art 19th

Century/(3).F.

The development of art as it grew towards modernism, mainly in France, during the nineteenth century. A graduate research paper will be required. Lecture three hours. *Long.*

504. American Art/(3).W.

Relationships between United States history and the development of American art from colonial times to the present. A graduate research paper will be required. Lecture three hours. *Dennis.*

506. Modern Art 20th

Century/(3).S.

A study of the art of the twentieth century as a worldwide phenomenon. Special emphasis is given to recent trends. A graduate research paper will be required. Lecture three hours. *Long.*

507. Painting/(3).F.

Development of the individual painter's aesthetics through advanced studio work. Lecture one hour, laboratory five hours. *Dennis.*

508. Sculpture/(3).W;S.

Special problems as related to selected materials and techniques. The emphasis will be on individual student experimentation on an advanced level. Lecture one hour, laboratory five hours. *Carrin.*

**509. Constructive Design in
Fabric/(3).F;W;S.**

An extension of Art 400 plus related research. Lecture one hour, laboratory five hours. *Force.*

513. Printmaking/(3).F;W.

Advanced studio work in printmaking designed to develop an individual sense of graphic form. Lecture one hour, laboratory five hours. *Long.*

**520. Philosophy and Problems of
the Craftsman/(3).S.**

An extension of Art 420 plus individual research in one constructive design area. Lecture three hours. *Carrin.*

**525. Teaching-Learning Process in
Art Education/(3).S.**

An extension of course material in Art 425 plus related research and bibliography. Lecture three hours. *Force.*

**548. Independent Study/(1-6).
F;W;S;SS.**

550. Problems in Art/(3-6).F;W;S.

Individual problems or projects for the graduate student. No more than 3 hours may be taken in a quarter. Admission on approval of chairman. *Staff.*

**555. Constructive Design with
Plastic Media/(3).F;W;S.**

An extension of Art 355 plus related research. Lecture one hour, laboratory five hours. *Staff.*

**560. History and Philosophy of
Art Education/(3).On demand.**

An examination of the current theories and trends in art education in relationship to their involvement in history and to future developments. Lecture three hours. *Staff.*

Department of Health, Physical Education and Recreation

Lawrence E. Horine, Chairman

The objectives of the department are to prepare teachers, coaches, and youth leaders in health education, driver education and safety, physical education and recreation for the schools and related agencies; to provide experience in physical education activities which will lead to acquisition of skill and fitness with leisure time and recreational value; to strive for optimum development of personality and good mental and emotional health through group and individual guidance; to uphold and promote high ethical standards in the profession; to pursue the above objectives within the context of the aims, objectives, and purposes of the university.

A major in health and physical education leading to a Bachelor of Science degree *without teacher certification* consists of 54 quarter hours including: Health and Safety

101, 102, 203; Physical Education 210, 211, 212, 215, 307, 320, 409, 410, 412; and 18 quarter hours of electives from Health and Safety 402 and Physical Education 315, 316, 317, 415, 457 or any of the skills and techniques courses numbered 330 through 347. Biology 101, 102, and 103 are required. *Students in this program may not minor in health education.*

A minor in health and physical education consists of 24 quarter hours. Courses required for a minor are: Health and Safety 101, 102, 203, Physical Education 210, 211, 212, 307 and 320. Biology 101, 102, and 103 are required.

A major in health and physical education leading to a Bachelor of Science degree *and teacher certification* consists of 66 quarter hours in addition to the general education requirements. These courses include: Health and Safety 101, 102, 203, 401; Physical Education 210, 211, 212, 215, 307, 312, 320, 353, 409, 410, 412; three physical education activity courses from 101 through 209 in addition to those required in general education; and at least six skills and techniques courses from 330 through 347. Biology 101, 102, and 103 are required.

After the freshman year, but before student teaching, a major is required to have an apprentice experience (PE 100) under a regular staff member for a minimum of one quarter.

A major in health education leading to a Bachelor of Science degree with teacher certification consists of 60 quarter hours, in addition to the general education requirements and the professional education courses required for state certification. These courses include Health and Safety 101, 102, 104, 203, 303, 401, 402, 403, 406, 470, 480; Physical Education 210, 211, 307, 320, 410; Home Economics 108; Psychology 375; Sociology 120; Educational Media 475. A minor consisting of any 30 quarter hours selected from the courses listed above is also offered.

A concentration or minor of 29-30 quarter hours in athletic coaching *is open only to students who are not majoring in physical education*. Courses required are: Health and Safety 203; Physical Education 210, 211, 212, 307, and 412; one course from the following: Physical Education 312, 315, 316, 317, or 445; three courses from Physical Education 330 through 345, except Physical Education 333. (Note that Biology 101, 102, and 103 are prerequisites to Physical Education 210.)

A concentration or minor in athletic training consists of 23 credit hours. Credits necessary are a minimum of 8 credits in chemistry and/or physics; 3 credits in Home Economics 108, Nutrition; 9 credits in P E 450, Athletic Training Laboratory Practice; and 3 credits in P E 490, Advanced Athletic Training. In the case of a concentration within a major in physical education, these credits are in addition to those which are required for the major.

A concentration or minor in driver education consisting of 24 quarter hours *is open to all majors*. Courses required are: Health and Safety 402, 403, 404, and 405. Nine additional hours are required to be taken from selected courses in several departments. Included in these and recommended are Health and Safety 203, Standard and Advanced First Aid, and Educational Media 475, Audiovisual Instruction. Courses may count toward major and this concentration.

A major in health and physical education leading to the Master of Arts degree in secondary school teaching consists of a minimum of 36 quarter hours selected by the student in consultation with his advisor and includes Physical Education 500; Counselor Education and Reading 456; Psychology 455 or 502; Administration, Supervision and Higher Education 506; and one of Administration, Supervision and Higher Education 535 and 547. The major leading to the Master of Arts degree in junior college teaching consists of a minimum of 36 quarter hours and includes Physical Education 500; Administration, Supervision and Higher Education 542; and at least one of Administration, Supervision and Higher Education 544, 545, and 574.

Courses of Instruction in Health and Safety, Physical Education, and Recreation

(For a description of the notation used in the following list of courses, see p. 241.)

Health & Safety

101. Personal Health/(3).F;W;S;SS.

Basic principles of personal health, hygiene, and total fitness: physical, mental, and emotional.

102. School and Community Health/(3).F;W;S;SS.

Diet and nutrition, common diseases, school and community health factors, analysis of public and private health organizations.

104. Healthful Family Living/(3).F;W;S.

The educational components of healthful family living will be presented and such aspects of family health as related to: dating, courtship, marriage, planning the family, sex education, heredity, pregnancy, prenatal care, postnatal care, childbirth, environmental conditions for family comfort, and inter-family relationships leading to reduction of stress on family members.

203. Standard and Advanced First Aid/(3).F;W;S;SS.

Principles and techniques of emergency first aid, civilian defense, and related safety factors. A.R.C. standard and advanced courses.

303. Methods and Materials in First Aid and Safety/(3).S.

Methods of teaching first aid and safety. May lead to American Red Cross First Aid Instructor's Certificate. Prerequisites: Junior standing; current Red Cross Standard and Advanced Certificate.

401. Methods and Materials in Health Education/(3).F;W;S;SS.

The theory and practice of planning various types of health education programs for elementary and secondary levels; development of teaching and A V materials; resources and organizations available for health teaching. For upper-division students. Prerequisite: HS 101 or equivalent.

402. Safety Education/(3).W;SS.

Study of safety procedures, techniques, and programs; analysis of Safety Council statistics and their meaning for school and community; driver education programs, industrial safety programs applicable to the school, community programs, safety in sport, recreation, and home.

403. Introduction to Driver Education/(3).F;S;SS.

Students must possess valid driver's license and have completed a basic driver education

program. Course will include an introduction to and analysis of the driving task. Fundamentals, principles, practices, and content of various high school driver education courses will be presented. Laboratory experience in teaching in dual-control cars will be provided.

404. Traffic Safety/(3).F;W;S;SS.

An introduction to and an analysis of traffic safety including organization and administration of driver and traffic education, physiological and psychological factors in traffic problems and accidents, fundamentals of traffic law, and highway traffic administration. Current driver's license required. Prerequisite: HS 403.

405. Teaching Driver Education/(6).F;S;SS.

A combination lecture-laboratory course to include an examination of aims, objectives, and role of program in driver education; advanced professional instruction and experience to prepare student for teaching driver education through use of innovative techniques such as multiple car driving ranges, simulators, and audiovisual instruction. Current driver's license required. Prerequisite: HS 404.

406. Environmental Health/(3).F;S.

An ecological approach to the concept of health and illness through the study of the relations between man and his environment both as it affects him and as he affects it. Prerequisites: Biology 101-102-103.

470. Drugs, Tobacco, and Alcohol/(3).F;S.

The harmful effects of tobacco, alcohol, and drug abuse on the human body will be studied. The course will include selection and development of resource materials and teaching methods for grades K-12. Prerequisite: Senior or Graduate standing.

480. Human Sexuality/(3).W;S;SS.

Information and concepts of sex education including physiological, social, psychological, and moral aspects of human sexuality will be studied. The course will include the selection and development of resource materials and teaching methods for grades K-12. Prerequisite: Senior/Graduate standing.

544. Workshop/(3).SS.

Physical Education and Recreation

All students may elect three or more activity courses (numbered 101 to 209). Nonswimmers are urged to take Physical Education 101. Courses need not be taken in any particular sequence. No student may take more than one activity course per quarter without the written permission of the department chairman. The aim should be toward lifetime physical fitness.

Physical education majors must take one activity course each quarter of the freshman and sophomore years (a total of six quarter hours) as a minimum but may take more than six. Thereafter, they take a minimum of six skills and techniques courses.

Gym suits are furnished and laundered by the university for on-campus activity classes. Students furnish their own white athletic socks, white rubber-soled shoes, jackets, and swimming suits. Towel service is provided.

Physical education attire must be turned in after the last period class is required to "dress out." A fine of \$5.00 will be assessed for turning in attire late.

The following activity courses (numbered 101-209) are open to all students to fulfill the general education requirements of 3 quarter hours of physical education and for those electing to take more than the 3 hours minimum: (Note—The symbol * indicates co-ed sections. The symbol / indicates sections for men only. The symbol x indicates sections for women only.)

- | | |
|--|--|
| 100. Apprenticeship* (1).F;W;S;SS. | 122. Volleyball / x (1).F;W;S. |
| 101. Swimming, Nonswimmers* (1).F;SS. | 124. Softball / x (1).F;S. |
| 110. Physical Fitness* (1).F;W;S. | 125. Winter Sports* (1).W. |
| 111. Beginning Swimming* (1).F;W;S;SS. | 126. LaCrosse / x (1).F;S. |
| 112. Intermediate Swimming* (1).W;S. | 127. Beginning Fencing* (1).F;W;S. |
| 113. Advanced Swimming* (1).W;S. | 128. Intermediate Fencing* (1).W;S. |
| 114. Tennis and Badminton* (1).F;S;SS. | 130. Adapted Physical Education* (1).F;W;S. |
| 115. Folk and Social Dance* (1).F;W;S;SS. | 131. Hiking and Campcraft* (1).F;S. |
| 116. Gymnastics* (1).F;W;S;SS. | 132. Archery* (1).S;SS. |
| 117. Golf* (1).F;S;SS. | 133. Racquetball* (1).W;S. |
| 118. Bowling* (Fee \$8 per quarter) (1).F;W;S. | 134. Marksmanship* (1).F;W;S. |
| 119. Weight Training* (1).F;W;S. | 200. Beginning Skiing* (Fee of \$50 per quarter) (1).W. |
| 120. Basketball / x (1).W;S. | 202. Intermediate Skiing* (Fee of \$50 per quarter) (1).W. |
| 121. Soccer / x (1).F;S. | 203. Advanced Folk & Social Dance* (1).W. |

204. Squash Racquets* (1).F;W;S.

205. Modern Dance* (1).W;S.

206. Wrestling / (1).F;W.

207. Field Hockey x (1).F;S.

208. Track and Field / x (1).F;S.

209. Handball* (1).F;W;S.

210. Human Anatomy/(3).F;W.

A study of the structures of the human body as they relate to physical education and human motion. Prerequisite: Biology 101-102-103.

211. Human Physiology/(3).W;S.

A study of the basic functions of the human organism. Prerequisite: PE 210 or equivalent.

212. Physiology of Muscular Activity/(3).F;S;SS.

The application of physiological principles to muscular and organic action of the human in sports and action. Prerequisite: PE 211 or equivalent.

215. Introduction and History of Sports and Physical Education/(3).F;W;S.

An orientation into the field of physical education through the study of historical backgrounds, systems and organizations, leaders and movements, program and sports of the past and present.

229. Senior Life Saving/(2).W;S.

**248. Independent Study/(1-6).
F;W;S;SS.**

307. Kinesiology/(3).F;W;S;SS.

Mechanical and anatomical fundamentals and the physics of human motion. Prerequisite: PE 210.

**312. Organization and Administration of Physical Education/(3).
F;W;S;SS.**

Organization, administration, supervision, planning, budgeting, and evaluation of the physical education program on various levels. Planning and use of facilities, maintenance, purchasing, insurance, varsity and intramural programs, leagues and tournaments, public relations.

315. Officiating Fall Sports/(2).F.

A study of rules and rule interpretation of the various seasonal sports with emphasis on the proper mechanics, role, and judgment in officiation. One hour lecture; two hours lab per week.

316. Officiating Winter Sports/(2).W.

A study of rules and rule interpretation of the various seasonal sports with emphasis on the proper mechanics, role, and judgment in officiation. One hour lecture; two hours lab per week.

317. Officiating Spring Sports/(2).S.

A study of rules and rule interpretation of the various seasonal sports with emphasis on the proper mechanics, role, and judgment in officiation. One hour lecture; two hours lab per week.

320. Principles and Philosophies of Health and Physical Education/(3).F;W;S;SS.

A summary of the historical and present concepts, principles, and philosophies which relate to and influence health, leisure, physical education, and recreation.

Skills and Techniques

A physical education major must take a minimum of six skills and techniques courses (numbered 330 to 347). The student should have a skills course or show competence as a prerequisite. At least two courses must be individual or dual and at least two must be team sports.

Each of the courses deals with how to perform and how to teach the subject. Fundamental skills, conditioning, training, lesson planning, drills, officiating, rules, resources, and methods of evaluation are covered. Each course meets the equivalent of five periods a week, including lecture and laboratory.

(Symbols: * Coed; / Men only; x Women only)

330. Gymnastics and Tumbling*
(3).F;W.

331. Aquatics* (3).F;W;S;SS.

332. Tennis and Badminton*
(3).F;S;SS.

333. Dance* (3).W;S.

334. Volleyball* (3).F;W;S.

335. Track and Field / x
(3).F;S;SS.

337. Basketball / x (3).W;S.

339. Field Hockey / x (3).F;S.

340. Soccer and Related Sports / x
(3).F;S.

342. Football / (3).F;S.

343. Baseball / (3).F;S.

344. Wrestling / (3).F;W.

345. Softball / x (3).F;S;SS.

**347. Skills and Techniques of
Skiing*(3).W.**

Objective of the course will be to prepare students for teaching skiing by various techniques and for patrolling of the area for the safety of skiing public. Prerequisite: PE 200 and 202, HS 203 or equivalent.

**348. Independent Study/(1-6).
F;W;S;SS.**

**353. Elementary School Physical
Education/(3).F;W;S;SS.**

This course will meet five days a week including lecture and laboratory. The student will be prepared to teach physical education at the elementary level. Fundamental movements, rhythms, and group games.

**409. Adapted Physical Education
and Recreation/(3).F;W;S;SS.**

A survey of abnormalities and atypical cases; identification, with preventive and corrective techniques. Prerequisite: PE 210-211-212, 307.

**410. Evaluation in Health and
Physical Education/(3).F;W;S;SS.**

A theory and methods course in the application of measurement, tests, statistics, and evaluation in health and physical education programs.

**412. Prevention and Care of
Athletic Injuries/(3).F;W;S;SS.**

Prevention and care of injuries; safety devices, use of wraps and supports, massage, taping, therapeutic techniques, and conditioning exercises. Prerequisites: HS 203, PE 210-211-212, 307. Lecture two hours, laboratory two hours. (Students will be required to purchase minimum training supplies for use in labs.)

**415. Planning a Recreation
Program/(3).S;SS.**

Lectures and discussions on basic philosophy, principles and practices, current trends, financing, methods and procedures, administration, facilities and equipment, and leadership training.

**420. Athletic Training Laboratory
Practice/(3-9).F;W;S;SS.**

Observation and practice of athletic training procedures. Working with university athletic teams, both on campus and away events. Minimum of six hours per week for each 3 hour course.

445. Coaching Leadership/(3).W;S.

A study of sociological and psychological problems in relation to leadership in competitive athletics. Areas such as motivation for excellence and the problems of high levels of anxiety from emotional stress will be included. Open to physical education majors with permission of instructor.

453. Football Coaching/(3).S;SS.

Lectures and discussions on modern methods of training, play patterns, game strategy, and seasonal planning. Open to experienced coaches only.

454. Basketball Coaching/(3).S;SS.

A study of modern team and individual offense and defense. Lectures and discussions. Open to experienced coaches only.

**455. Track and Field
Coaching/(3).SS.**

Lectures, discussions, study of training for all events. Open to experienced coaches only.

**457. Advanced Modern
Dance/(3).SS.**

Study and analysis of the techniques and basic philosophy of the dance, choreography, composition of various schools, settings, costuming, music, and exhibitions.

**458. Practicum in Outward Bound
Education/(6).SS.**

Through the experiences in the wilderness, the student will learn at an outward bound center skills in camping, survival, mountaineering and be trained in fitness. The goals of the course will be centered around encouraging self-awareness and personal responsibility, developing a sense of conscience and competence, stimulating awareness of nature and human relationships, and integrating all aspects of one's personal life.

**465. Seminar in Individual and
Dual Sports/(3).W;SS.**

A study of individual and dual sports except aquatics, track and field.

**466. Seminar in Team
Sports/(3).F;SS.**

A study of team sports except basketball and football.

**490. Advanced Athletic
Training/(3).F;SS.**

Conditioning of athletes, advanced therapy techniques, rehabilitative exercises, professional ethics, advanced taping and bandaging, specific advanced first aid techniques used in the care of athletic injuries, and the legal aspects of athletic training. Prerequisite: PE 412 or equivalent.

Graduate Courses

500. Bibliography and Research/(3).F;SS.

A study of bibliographical problems in the field, types of research, resources, organization and reporting, documentation of graduate writing and application to term projects. *Steinbrecher, Turner.*

501. Scientific Bases of Health and Physical Education/(3).W;SS.

Current findings and theories in various disciplines and specialties and their application to health and physical education. *Larson, Meeks, Thomas.*

502. Curriculum Development in Health and Physical Education/(3).F;SS.

Study and evaluation of curriculum, program, and construction of plans for health and physical education for grades one through twelve. *Gruensfelder, Larson, Meeks.*

503. Analysis of Neuromuscular Activity/(3).S;SS.

Anatomical, physiological, psychological, and mechanical principles applied to the analysis of skills and conditioning of the human in motion. Prerequisites: Undergraduate course in anatomy, physiology, kinesiology. *Meeks, Thomas.*

504. Philosophies Related to Health and Physical Education/(3).S;SS.

A study of the outstanding leaders and ideas of the past and present as they apply to health, fitness, and recreation. *Gruensfelder, Larson, Thomas.*

505. Interpretation of Data/(3).W;SS.

Analysis and interpretation of test and measurement results and research findings in

health and physical education. *Hoover, Steinbrecher.*

506. Measurement and Evaluation in Health and Physical Education/(3).S;SS.

A course on measurement, evaluation, statistics, analysis of methods, test selection, construction, and administration. *Hoover, Steinbrecher.*

507. Organization, Administration, and Supervision of Health and Physical Education/(3).W;SS.

Study and analysis of the organization, administration, and supervision of programs, trends, theories, and current practices. *Hoover, Larson, Turner.*

508. Administration of Athletics/(3).F;SS.

Analysis and comparison of various methods of operating athletics in schools and universities; schedules, contracts, purchasing, storage, travel, insurance, training problems, officials, evaluation. *Hoover, Larson.*

509. Seminar in Physical Education/(3).S;SS.

Lectures, discussions, case studies, and summary of the fields of physical education for experienced teachers. A problems course. *Gruensfelder, Horine, Meeks, Thomas, Turner.*

510. Athletic Facilities/(3).S;SS.

The planning, construction, budgeting, and maintenance of indoor and outdoor facilities for athletics, physical education, and recreation. *Turner.*

512. Seminar in Dance and Rhythmics/(3).W;SS.

For students with background and experience in dance. *E. Thomas.*

519. Public Recreation/(3).F;SS.

A problem course for those in the field of public recreation. *DeGroat, Gruensfelder, Tomlinson.*

**520. International Health and
Physical Education/(3).F;SS.**

A study and comparison of health, physical education, recreation, and sport in selected foreign countries, and international organizations that control these programs. *Horine.*

**521. Physical Education for the
Retarded/(3).S;SS.**

Current programs and discoveries on the use and contribution of physical activity for increasing the potential of the mentally retarded. *Meeks.*

**522. Seminar on School Health
Problems/(3).W;S;SS.**

A problems course for experienced teachers. *Horine, Williams.*

543. Internship/(3-6).F;W;S;SS.

The internship includes the student's being placed in an educational institution, a sport

organization, or a recreational center for one quarter. Stipends may be included. The student will be exposed to all duties of the organization, will complete a comprehensive term paper based on the internship experience, and will take part in several seminars.

544. Workshop/(3).SS.

**547. Creative Physical
Education/(3).W;SS.**

The study, analysis, and demonstration of teaching physical education and health, recreation, and coaching athletics in creative and innovating techniques. Recent trends and research findings of creative techniques of teaching physical education will be presented. *Turner.*

**548. Independent Study/(1-6).
F;W;S;SS.**

**550. Master of Arts
Thesis/(6).F;W;S;SS.**

Staff.

Department of Home Economics

Vivian W. Welborn, Acting Chairman

The objectives of the Department of Home Economics are to help students become better citizens and members of society, have a workable knowledge of principles involved in home and family living, prepare for teaching some phases of home and family living at the secondary level, or work in other areas of home economics, such as institutional administration, clothing and textiles merchandising, or foods and equipment.

The Lucy Brock Nursery School is conducted as a laboratory for home economics majors and as a means of observation for students in courses in other departments.

The Home Management House is operated each quarter, and one quarter of residence is required of home economics education majors and may be elected by those in home economics in business if space is available.

A minor in home economics consists of 24 quarter hours scheduled in conference with the department chairman.

Courses in home economics where prerequisites are met are open to all students when space is available.

A major in home economics education leading to the Bachelor of Science degree and teacher certification requires 60 quarter hours in home economics: 101, 104, 105, 107, 201, 204, 206, 207, 300, 301, 303, 304, 305, 306, 307, 401, 402, 405, 409, 414; 24 quarter hours of the following related courses: Art 104, Biology 207, Chemistry 111-112-113, Economics 200; and 33 quarter hours of professional courses: Secondary Education 304, 305, 407, 413, Psychology 301, 302, 303.

The major in home economics in business leading to the Bachelor of Science degree has three options from which to choose:

OPTION I—Institutional Administration requires 60 quarter hours in home economics: 101, 104, 105, 107, 201, 204, 300, 301, 302, 303, 305, 307, 308, 309, 310, 311, 405, 411, 412, 415; the following science courses: Biology 207, 301, 308, Chemistry 111-112-113, 201-202-203; and the following related courses: Accounting 204, Economics 200, Psychology 302 and 470, 471 or 472.

This major is approved by the American Dietetic Association and upon graduation the student is qualified to do a one-year internship in an accredited hospital, thus becoming eligible for A.D.A. Membership. The minor for this major may be satisfied upon completion of Biology 301, 308 and Chemistry 201, 202, 203, 454.

OPTION II—Foods and Equipment requires 56 quarter hours in home economics: 101, 104, 105, 107, 201, 204, 300, 301, 302, 303, 305, 306, 307, 404, 405, 407, 409, 411, 415 and 39 quarter hours of the following related courses: Art 104, Biology 207, Chemistry 111-112-113, Economics 201-202-203, Business Administration 320, English 205, and Speech 201.

OPTION III—Clothing and Textiles Merchandising requires 59 quarter hours in home economics: 101, 104, 105, 107, 201, 204, 206, 207, 300, 301, 302, 303, 304, 305, 306, 307, 406, 408, 410, 415 and 39 quarter hours in the following related areas: Art 104, 200, Biology 207, Chemistry 111-112-113, Economics 201-202-203, Accounting 204, Business Administration 421.

A minor for Options II and III consisting of 24 credits in another area must be declared for each option after a conference with the chairman involved.

Courses of Instruction in Home Economics

(For a description of the notation used in the following list of courses, see p. 241.)

101. Clothing and Design

I/(3).F;W;S.

Fundamental theories and principles of garment design, selection, and structure in rela-

tion to figure types and posture, including their application in construction and fit of apparel. Lecture one hour, laboratory four hours.

102. Introduction to Clothing and Design/(3).Arr. by Chairman

A study of clothing construction and design with emphasis on fabrics, patterns, and fashions. Not open to home economics majors. Lecture one hour, laboratory four hours.

104. Nutrition/(3).F.

A study of food and its relation to body use and needs. Prerequisite: Chemistry 111-112-113.

105. Food Selection and Preparation/(3).F;W;S.

The study and application of the scientific principles and techniques involved in the selection and preparation of foods. Lecture one hour, laboratory four hours.

106. Meal Preparation/(3).Arr. by Chairman

Family meal preparation for nonmajors. Lecture one hour, laboratory four hours.

107. Personal Development Within the Family/(3).F;W;S.

Designed to help the young adult understand herself in relation to her own family of orientation, to master the developmental tasks of early adulthood with emphasis on mate selection and the early years of family development.

108. Nutrition for Nonmajors/(3). Arr. by Chairman

The elementary principles of nutrition and their practical application.

201. Clothing and Design II/(3).F;W;S.

Theories and principles of garment selection and structure with emphasis on the study of new fabrics in relation to construction and design and the introduction of

dressmaker tailoring techniques. Prerequisite: Home Economics 101. Lecture one hour, laboratory four hours.

204. Meal Management/(3).F;W;S.

Menu planning, preparing and serving of foods for family meals at different cost levels. Prerequisite: Home Economics 104 and 105. Lecture one hour, laboratory four hours.

206. Clothing for the Family/(3).F;S.

A study of the social, economic, psychological, physiological, and managerial aspects of clothing for the family.

207. Home Furnishings/(3).F;W;S.

Planning furnishings for livable homes with emphasis on function, economy, beauty, and individuality. Lecture two hours, laboratory two hours.

248. Independent Study/(1-6). F;W;S.

300. Child Development/(3). F;W;S.

A study of the preschool child and his relationship to others. Lecture two hours, laboratory three hours in the nursery school.

301. Family Economics/(3).F;W;S.

A study of the management of human and material resources designed to develop competence as consumers of goods and services in a modern economic society.

302. Professional Orientation/(2).F.

Individual needs with relation to securing and holding a position in the business areas of home economics.

303. Housing/(3).W;S.

A study of community, economic, and practical problems involved in planning shelter for the family.

304. Flat Pattern Design/(3).F;W;S.

Flat pattern drafting techniques. Developing the basic sloper for use in designing garments in relation to figure problems and current fashion trends. Prerequisites: Home Economics 101 and 201. Lecture two hours, laboratory four hours.

305. Later Family Development/(3).F;W;S.

Emphasis on self understanding through the study of family organization, roles, interactions, and values as a unit in group living. Prerequisite: Home Economics 300.

306. Textiles/(3).F;W;S.

A study of the manufacture, identification, selection, analysis, and care of fabrics. Prerequisite: Chemistry 111-112-113. Lecture two hours, laboratory two hours.

307. Household Equipment/(3).F;W;S.

Selection, operation, care, and arrangement of equipment. Lecture one hour, laboratory five hours.

308. Quantity Cookery/(5).S.

A study and practice in planning and preparing foods in institutional kitchens. Prerequisites: Home Economics 204 and Chemistry 201-202-203. Lecture three hours, laboratory six hours. Offered in 1974-75.

309. Organization and Administration/(3).F.

Problems in personnel management. Prerequisite: Psychology 470, 471 or 472. Offered in 1974-75.

310. Food Production and Distribution/(3).W.

Grading, storage, and purchasing of foods in large quantities. Offered in 1974-75.

311. Institutional Equipment/(2).W.

Selection, use, and care of institutional equipment. Laboratory four hours. Offered in 1974-75.

348. Independent Study/(1-6).F;W;S.

400. House Planning and Design/(3).On demand.

(Same as Industrial Arts 400.)

401. Home Management Principles/(2).F;S.

A study of the principles involved in the management of family resources.

402. Home Management Residence/(4).F;W;S.

Experiences in managing family resources in a home situation. Fee equivalent to room and minimum meals in residence hall. Married student in own home—Fee \$25.00. Prerequisites: Home Economics 204 and 307.

403. Tailoring/(3).Arr by Chairman

Evaluation and use of various tailoring methods as applied to fabric and design selection, fitting and completion of tailored garments. Prerequisite: Home Economics 101 and 201 or approval of instructor. Lecture one hour, laboratory four hours.

404. Advanced Foods/(3).W.

Aesthetics of food as related to family meals; economic considerations and the applica-

tion of scientific principles in distinctive cuisine. Prerequisite: Home Economics 204. Lecture one hour, laboratory four hours.

**405. Advanced Nutrition/(3).
F;W;S.**

The scientific planning of adequate diets for normal individuals of different economic levels as related to health and efficiency. Prerequisite: Home Economics 104. Lecture two hours, laboratory two hours.

406. Consumer Textiles/(3).W.

Individual and group investigation and discussion of problems in fabric properties relative to serviceability. Prerequisite: Home Economics 306. Lecture one hour, laboratory four hours.

407. Advanced Equipment/(3).W.

Group and individual experience relating to specific problems of household equipment. Prerequisite: Home Economics 204 and 307. Lecture one hour, laboratory five hours.

408. Draping/(3).W.

Selection, design, and construction of clothing using the dress form. Prerequisite: Home Economics 304. Lecture two hours, laboratory four hours. Student must supply own form.

**409. Demonstration Techniques/
(3).F;W;S.**

The application of good demonstration techniques as a teaching device. Prerequisite:

Home Economics 204, 307. Laboratory six hours.

**410. Appreciation of Clothing and
Design/(3).F.**

A study of the relationship of art and design principles in the selection of clothing. Prerequisite: Art 104 and Art 200.

411. Experimental Cookery/(3).S.

Testing theories of food preparation, judging of products, and establishing standards. Prerequisite: Home Economics 204. Lecture one hour, laboratory four hours.

412. Diet Therapy/(3).S.

Nutrition in the treatment of disease. Changes in metabolism and their relationship to dietary requirements and food intake. Prerequisite: Home Economics 405. Offered in 1974-75.

**414. Occupational Education/(3).
F;W;S.**

A survey and analysis of occupations related to home economics with emphasis on program planning and techniques of teaching. Prerequisites: Secondary Education 304 or 305; Psychology 301 or 302.

**415. Practicum/(3).Arr. by
Chairman.**

Six to eight weeks paid employment in the area of the student's major interest. Supervision and evaluation by the employer and a faculty member and a grade of S or F determined by the latter.

Department of Industrial Arts and Technical Education

Frank R. Steckel, Chairman

Definition

The Department of Industrial Arts and Technical Education provides programs of study of technology of our industrial society. The curriculum consists of a

series of courses which include activities related to planning and design, manufacturing, servicing, communications, power, and construction. Through the pursuit of these areas, the student develops a high degree of skill in the performance of the processes involved in these areas. These experiences result in practices that are relevant to the learner and consistent with identifiable needs of an individual.

Purposes

The industrial arts and technical education curriculum includes those kinds of knowledge, experiences, and concepts which develop the learner's capacity to interpret and manage the technological society of the future rather than knowledge and experiences peculiar to a time or place. Industrial arts and technical education, therefore, is predicated on the following:

1. The need to understand and manage the systems and products of technology.
2. The need to include motivational activity as an intrinsic process of education.
3. The need to be an informed, productive, and involved citizen.
4. The need to have a positive sense of one's self, which relates to good mental health and personal well-being.

The Department of Industrial Arts and Technical Education offers the following degree programs:

Bachelor of Science degree with teacher certification
Bachelor of Science degree without teacher certification
Bachelor of Technology degree for graduates of two-year technical institutes

Minor in industrial arts and technical education on the undergraduate level
Master of Arts degree for secondary school teachers
Master of Arts degree for junior college teachers
Minor in industrial arts on the graduate level

A major in industrial arts leading to the Bachelor of Science degree and teacher certification consists of 69 quarter hours including 101-102; 201-202; 6 quarter hours from 204-205-206-207; 301-302; 305-306; 231-232; 3 quarter hours from 401-402; 403; 471; 9 quarter hours in advanced courses from each of at least two areas; one year of a physical science; Mathematics 107; and 6 quarter hours of industrial arts electives.

A major in industrial arts leading to a Bachelor of Science degree without teacher certification consists of 60 quarter hours, the courses to be selected in conference with the student.

The requirements for a Bachelor of Technology are listed under the College of Education.

A minor in industrial arts leading to the Bachelor of Science nonteaching degree consists of 24 quarter hours, the courses to be selected by the student in conference with a faculty member.

The requirements for a major in industrial arts leading to the Master of Arts degree includes 512, 514, 517, 520, and electives in industrial arts to total 36 quarter hours. The minor determines the kind of teacher certification—secondary school teacher or junior college teacher. A minor in business administration is recommended for the Master of Arts degree in technology.

The requirements for a minor in industrial arts on the graduate level include 512, 514, 517, and electives to total 24 quarter hours.

Courses of Instruction in Industrial Arts and Technical Education

(For a description of the notation used in the following list of courses, see p. 241.)

101. Industrial Graphics and Design/(3).F.

Basic fundamentals of industrial graphics including geometry of graphical construction, projection systems, sections and conventions, sketching, pictorials, lettering, dimensioning and introductory graphical design. Lecture one hour, laboratory five hours.

102. Description Geometry/(3).W.

Introduction to industrial design with emphasis on product development and team dynamics utilizing graphical methods and descriptive geometry. Spatial analysis of geometric elements, vectors, data analysis, and graphical applications to a variety of industrial and engineering areas. Prerequisite: Industrial Arts 101. Lecture one hour, laboratory five hours.

103. Industrial Sketching and Reproduction/(3).S.

Practice in developing skills of rapid technical sketching as applied to industrial needs. Reproduction techniques with an introduction to the use of various media of technical illustration. Prerequisites: Industrial Arts 101 and 102. Lecture one hour, laboratory five hours.

201. Introduction to Woods/(3).F.

Introduction to working with wood and care and use of basic woodworking tools and ma-

chines. Lecture one hour, laboratory five hours.

202. Wood Technology/(3).W.

Joining, shaping, finishing, and advanced machine woodwork and related technology. Lecture one hour, laboratory five hours.

203. Advanced Wood Technology/(3).S.

Advanced woodworking with both hand and machine; project design and construction. Lecture one hour, laboratory five hours.

204. Leather/(3).F;W;S;SS.

Basic processes and techniques involved in working with leather, with emphasis on design and skills. Lecture one hour, laboratory five hours.

205. Ceramics/(3).F;W;S;SS.

Basic processes and techniques involved in working with ceramics with emphasis on design and skill. Lecture one hour, laboratory five hours.

206. Art Metal/(3).W.

Basic processes and techniques involved in working with art metal with emphasis on design and skill. Lecture one hour, laboratory five hours.

207. Jewelry/(3).F;S.

Basic processes and techniques involved in working with jewelry with emphasis on design and skill. Lecture one hour, laboratory five hours.

208. General Shop: Industrial Plastics/(3).On demand.

Basic processes and techniques involved in working with plastics. Lecture one hour, laboratory five hours.

209. Technical Graphics/(3).On demand.

A comprehensive application of graphical techniques for the presentation of machine and structural working drawings. An introduction to spherical projection and topographical drafting.

217. Introduction to Crafts/(3).On demand.

An introduction to our craft heritage and the techniques for creative expression in ceramics, art metal, jewelry, leather, and other three dimensional media. Lecture one hour, laboratory five hours.

231. Letterpress Printing/(3).F.

The sequential study of letterpress printing which includes hand composition, letterpress make-ready, and presswork; auxiliary areas are the study of type styles, paper technology, printing mathematics, and book-binding. Lecture one hour, laboratory five hours.

232. Photo-Offset Lithography/(3).W.

The sequential study of photo-offset lithography which includes hot-type and cold-type composition, industrial photography, negative preparation, direct and photographic plate manufacture, and offset press operation; auxiliary areas are electro-static printing, advanced studies in paper technology,

and office reproduction techniques. Lecture one hour, laboratory five hours.

233. Industrial Photo-Lithography/(3).S.

Advanced studies in cold-type composition (both photographic and mechanical) and offset press operation. A major emphasis in the area of industrial photography up to four color separation and printing; auxiliary areas are used for testing equipment for negatives, plates, and paper in the industrial scheme. Lecture one hour, laboratory five hours.

248. Independent Study/(1-6). F;W;S;SS.

301. Introduction to Metals/(3).F.

Introduction to and orientation in the metals field. Fundamental bench metal and hand tool operations. Equal time is spent in bench metal and machine metal. Lecture one hour, laboratory five hours.

302. Metal Technology/(3).W.

The cutting, shaping, casting, and machining of ferrous and nonferrous metals and related technology. Special emphasis is placed on foundry and wrought iron. Lecture one hour, laboratory five hours.

303. Advanced Metal Technology/(3).S.

Advanced work in one of the areas in 301 or 302. Lecture one hour, laboratory five hours.

304. Power Mechanics/(3).On demand.

The theory and practice of power involving internal combustion, power sources, solar fuel rocket concepts, fuel cell energy, solar cell energy, and thermoelectric generator energy.

305. Electricity/(3).F.

Electrical and electronic fundamentals involving basic concepts and D. C. circuits. Lecture one hour, laboratory five hours.

306. Electricity Technology/(3).W.

An approach to the science of electricity. Lectures with classroom construction and experimentation on resistive, capacitive, inductive, and hybrid circuits. Lecture one hour, laboratory five hours.

307. Electronics Technology/(3).S.

Fundamental principles and operation of semiconductor components with the vacuum tube used as a comparator. Taught through lecture, experimentation, demonstration, and product construction. Lecture one hour, laboratory five hours.

**308. Production Techniques,
Wood/(3).F.**

Jigs, fixtures, and related production techniques. Lecture one hour, laboratory five hours.

310. Sheet Metal/(3).On demand.

Layout and fabrication of sheet metals. Lecture one hour, laboratory five hours.

**311. Production Techniques,
Metals/(3).On demand.**

Jigs, fixtures, and related production technique. Lecture one hour, laboratory five hours.

312. Electronics, Advanced/(3).F.

Electronic control and regulation, including the thyatron, and solid state devices. Lecture one hour, laboratory five hours.

**313. Architectural Working
Graphics/(3).F.**

Construction details of various building types with emphasis on architectural stand-

ards. Prerequisites: Industrial Arts 101 and 102. Lecture one hour, laboratory five hours.

**314. Architectural Design and
Graphics/(3).W.**

A study of the owner-architect relationship utilizing a contractual approach to the solution of problems in creative design and the preparation of plans for the construction of various building types. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.

**316. Industrial Arts for Elementary
School Teachers/(3).On demand.**

An industrial arts and crafts course for elementary school teachers. Emphasis on manipulation experience and handwork adapted to the elementary school child. Not open to majors in industrial arts. Lecture one hour, laboratory five hours.

324. Leather/(3).F;W;S;SS.

A continuation of 204.

325. Ceramics/(3).F;W;S;SS.

A continuation of 205.

326. Art Metal/(3).F.

A continuation of 206.

327. Jewelry/(3).F.

A continuation of 207.

331. Bookbinding/(3).W.

Methods of construction of standard types of books, pamphlets, and magazines. Emphasis is on common practices and materials. Lecture one hour, laboratory five hours.

332. Silk Screen Printing/(3).W.

The construction of silk screen printing equipment and various methods and techniques of printing on different materials

through various media. Emphasis is on industrial processes. Lecture one hour, laboratory five hours.

**333. Production Techniques,
Graphic Arts/(3).S.**

Theory and application of different production techniques in letterpress printing and photo-offset lithography. The course will operate in the same manner as a commercial print shop. Lecture one hour, laboratory five hours.

**348. Independent Study/(1-6).
F;W;S;SS.**

**400. House Planning and
Design/(3).On demand.**

Architectural styles, planning, building materials as related to residential structures. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.

**401. Equipment and Maintenance,
Wood/(3).W.**

Operation and maintenance of woodworking machines and tools. Lecture one hour, laboratory five hours.

**402. Equipment and Maintenance,
Metals/(3).F.**

Operation and maintenance of metalworking machines and tools. Lecture one hour, laboratory five hours.

**403. Organization and Equipment/
(3).W;S.**

Planning and equipping industrial arts laboratories; budgets, sources of equipment and supplies, requisition, storage. Lecture three hours.

404. Welding/(3).On demand.

Arc and oxy-acetylene welding. Lecture one hour, laboratory five hours.

**452. Contemporary Industrial
Finishing/(3).On demand.**

The course consists of the care and maintenance of finishing equipment; the selection and use of spray equipment and the preparation of the surface to be finished; staining, filling, undercoating, top coating as well as rubbing out the final coat; application of simple and synthetic finishes. Each student should bring a small piece of furniture, such as an end table, coffee table, or small wood object for finish. Lecture one hour, laboratory five hours.

**454. Period Furniture/(3).On
demand.**

The study of furniture and its importance, design, and periods. The student designs and constructs a piece of period furniture. Prerequisite: 9 quarter hours of woodworking or its equivalent. Lecture one hour, laboratory five hours.

**455. Contemporary Furniture/(3).
On demand.**

The design and construction of classic contemporary furniture and the work of contemporary furniture designers, with emphasis on Scandinavian design. Lecture one hour, laboratory five hours.

456. Communications/(3).SS.

Elements of television, radio, telemetry, and associated communications phenomena. Lecture one hour, laboratory five hours.

**458. Crafts for the Handicapped/
(3).S;SS.**

Basic craft activities and occupational skills for the handicapped. Practical experiences in materials and methods.

**459. Graphical Analysis of Draft-
ing Problems/(3).On demand.**

Techniques of presenting data for the solution of scientific and technical problems through the use of graphic computations

and the direct (and indirect) methods of descriptive geometry. Prerequisite: Industrial Arts 102. Lecture one hour, laboratory five hours.

460. Industrial Design/(3).S.

Design as applied to the industrial product. Lecture one hour, laboratory five hours.

461. Industrial Illustration/(3).On demand.

Practice with the various media used in technical illustrations for reproduction and publication to acquaint the student with the steps in developing technical manuals, brochures, and similar industrial publications. Prerequisite: Industrial Arts 101, 102. Lecture one hour, laboratory five hours.

462. Materials/(3).On demand.

The structure and characteristics of common industrial materials; laboratory work in the same area of stress-strain hardness testing and the heat treatment of metals.

463. Care and Maintenance of Equipment/(3).SS.

The installation, care, and maintenance of power equipment and motors, including complete rebuilding, adjusting, and full utilization of the rebuilt machine.

464. Problems in Leather Techniques/(3).F;W;S;SS.

An analysis of functional design and production methods of leather work. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

465. Problems in Ceramics Techniques/(3).F;W;S;SS.

An analysis of functional design and production methods of ceramics. Individual projects, designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

466. Problems in Art Metal Techniques/(3).W.

An analysis of functional design and production methods of art metal techniques. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

467. Problems in Jewelry Techniques/(3).F;S.

An analysis of functional design and production methods of jewelry. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours.

468. Transportation/(3).On demand.

Theory and application of internal combustion engines, turbines, and turbo jets to transportation.

469. Machine Tool Operation/(3).On demand.

The cutting and shaping of metals using the common machine tools of the school of industry.

470. Advanced Machine Tool Operation/(3).On demand.

Advanced laboratory practice in setting up and operation of standard and production type machine tools. Prerequisite: 6 hours of metal. Lecture one hour, laboratory five hours.

471. General Shop/(3).F;W;S.

The combining of the various unit shops into one physical setting. Development of course materials suitable for use in the types of general shops found in the public schools. Lecture one hour, laboratory five hours.

475. Problems and Processes of Industrial Arts/(1-3).F;W;S.

Individual research on problems determined by the student's need.

480. General Shop: Graphic Arts/(3).On demand.

An analysis of techniques and laboratory practice in all areas of graphic arts. Areas include photo-offset lithography, letterpress printing, silk screen printing, block printing, and bookbinding. Lecture one hour, laboratory five hours.

481. Advanced Offset Lithography/(3).On demand.

Advanced laboratory practice in composition, industrial photography, plate manufacturing techniques, and offset press set-up and operation. Lecture one hour, laboratory five hours.

482. Advanced Letterpress Printing/(3).On demand.

Advanced laboratory practice in composition, make-ready, presswork, and finishing techniques, including special operations on the platen press and related technology. Lecture one hour, laboratory five hours.

483. Office Reproduction Techniques/(3).On demand.

The study of the various methods modern businesses use to reproduce printed or duplicated copy. The course includes secretarial practices of cold type composition, offset lithography, electro-static printing and auxiliary operations.

Graduate Courses

504. Machine Design and Construction/(3).On demand.

The elements of machine design including the construction of a powered machine. Lecture one hour, laboratory five hours. *Rapp.*

505. Industrial Tools and Processes/(3).On demand.

A survey of the basic materials, elements, and machines of industry to develop an un-

derstanding of industrial nomenclature, methods, and processes. Lecture, demonstration, and field trips. Prerequisite: 6 hours of metal. Lecture one hour, laboratory five hours. *Rapp.*

506. Electronics Component and Systems/(3).On demand.

A laboratory course largely devoted to the construction of electronic gear. Lecture one hour, laboratory five hours. *Sloop.*

507. Industrial Electronics/(3).On demand.

This course covers, through lecture, demonstration, and experiments, control devices such as thyratrons, relays, timing devices, synchros, and motor controls. Lecture one hour, laboratory five hours. *Sloop.*

508. Digital Computer Circuits/(3).SS.

Through experimentation and demonstration, this course offers realistic practice with digital logic circuits; the application of digital computers in business; the arithmetic unit, memory elements, input-output devices, and the control element. Lecture one hour, laboratory five hours. *Sloop.*

509. Transistor Workshop/(3).SS.

An intensive course devoted to the application of transistors and involving techniques of testing in regard to DC parameters and interpretation of transistor manufacturers' data sheets. Lecture one hour, laboratory five hours. *Steckel.*

510. Industrial Arts for Elementary School Teachers/(3).SS.

Development of basic skills through elementary work in woods, metals, and other materials easy to obtain. Adaptation of work to classroom situations. Planning for creative work with limited equipment. Not open to majors in industrial arts. Lecture one hour, laboratory five hours. *Sloop.*

512. Philosophy of Industrial Arts Education/(3).F;SS.

The philosophy of industrial education from its beginning in manual training through contemporary programs in industrial arts and vocational education. *Steckel.*

513. Industrial Arts Curriculum Development/(3).On demand.

Planning and development of course content for the major areas of industrial areas, incorporating the prevailing philosophy and objectives of school systems. *Steckel.*

514. Design and Equipping of Industrial Arts Facilities/(3).W;SS.

Factors of school shop planning, equipment selection, layout and arrangement, and architectural considerations. *Steckel.*

517. Design Method and Techniques for Industrial Arts Laboratories/(3).S;SS.

The role of the project as a vehicle for learning. Preparation of instructional materials, record keeping, budget construction, and requisitioning of supplies. *Steckel.*

520. Skill Development in Major Areas/(3-6).On demand.

Individual or group work in area competence. Technique and process in the craftsmanship of the transformation of materials. Prerequisite: Must have been admitted to candidacy. *Staff.*

521. Woodworking Jigs and Fixtures/(3).On demand.

The design and construction of jigs and fixtures for machines commonly found in industrial education shops. The use of common school shop machines for production by adapting them with jigs and fixtures and special cutters. Prerequisite: one wood and

one metal class from Appalachian. Lecture one hour, laboratory five hours. *Staff.*

522. Specialty Woodworking/(3).On demand.

Wood carving on flat, turned, and curved surfaces. Inlaying with synthetic and natural woods. Veneering flat and curved surfaces. Laminating with wood and veneer both flat and curved. Design of projects using the above. Lecture one hour, laboratory five hours. *Staff.*

526. Advanced Ceramics/(3).F;W;S;SS.

Individual problems in the advanced phases of ceramics design, production, and finishes. Lecture one hour, laboratory five hours. *Owen.*

527. Advanced Jewelry/(3).F;S.

Individual problems in the advanced phases of jewelry design, production, and finishes. Lecture one hour, laboratory five hours. *Owen.*

528. Advanced Leather/(3).F;W;S;SS.

Individual problems in the advanced phases of leather design, production, and finishes. Lecture one hour, laboratory five hours. *Owen.*

530. Special Problems in Industrial Education/(1-3).F;W;S.

Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy. *Staff.*

531. Photo-Offset Lithography/(3).On demand.

Individual problems in the advanced phases of industrial photography, film and lithographic plate preparation, cold type composition, and offset press techniques. *Banzhaf.*

533. Letterpress Printing(3).On demand.

Individual problems in the advanced phases of hot-type composition, make-ready, die-cutting, finishing and letterpress techniques. *Banzhaf.*

536. Problems in Bookbinding/(3).On demand.

Individual problems in the advanced phases of binding loose pages, pamphlets, magazines, and miscellaneous printed materials, with special emphasis on finishing and cover materials. *Banzhaf.*

537. Silk Screen Printing/(3).On demand.

Individual problems in the advanced phases of silk screening multicolor on various media using the techniques of hand-cut, photo, and acid etching processes. *Banzhaf.*

548. Independent Study/(1-6). F;W;S;SS.

550. Master of Arts Thesis/(6). F;W;S;SS.

Department of Military Science

William T. Palmer, Chairman

The Army ROTC program has been developed to give college men training and experience in the art of organizing, motivating, and leading others. It includes instruction to develop self-discipline, physical stamina, and bearing—qualities that are an important part of leadership and that contribute to success in any career.

The first two years of military training in the Reserve Officer Training Corps are elective for all United States citizen male students who pass Corps entrance requirements. These two years comprise the basic course, which is normally completed during the freshman and sophomore years. A student may attend Basic Summer Camp of six weeks duration following his sophomore year in lieu of attending the Basic Course.

During the junior and senior years, an Advanced Course is offered on a voluntary basis to those cadets meeting the necessary qualifications. Upon successful completion of the Advanced Course, which includes a six-weeks period of ROTC Summer Camp, each cadet is commissioned as a second lieutenant in the U.S. Army Reserve. Outstanding students designated as Distinguished Military Students may be selected for direct appointment in the regular Army.

A minor consists of 27 quarter hours in military science including 301, 302, 303, 350, 401, 402, and 3 quarter hours from 300 or 400 level courses in political science, psychology, or sociology. A quarter of student teaching may be substituted for the latter 3 hours.

Two, three, and four-year scholarships are offered by the Department of the Army. Further details are listed in the financial aid portion of this catalog.

Basic Course Requirements

A candidate for ROTC training must:

- a. Be of good moral character.
- b. Be a citizen of the United States.
- c. Be able to graduate before 28 years of age.
- d. Be physically able to participate in the program of instruction.
- e. Be enrolled as a freshman at this institution.
- f. Meet other entrance requirements as determined by the department chairman, current Army regulations, and university policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine if waivers can be granted.

A waiver of attendance of MS I, MS II, and/or MS III may be granted for previous ROTC training or military service and upon application in accordance with the following:

- a. Active Military Service or Attendance at Services Academies
One Year. Waiver of MS I and MS II
Additional Training. As determined
by the PMS but not to exceed MS III
- b. Junior Division ROTC Training
Two Years. Waiver of MS I
Three Years Waiver of MS I and MS II
- c. All Senior Division ROTC (Air Force, Army, and Navy) is equated on a year for year basis.
- d. Students with combinations of the above or with National Defense Cadet Corps training should consult with the department chairman to determine individual eligibility for waivers.

Texts and Uniforms

Basic course students do not receive monetary allowances. Texts and uniforms are furnished by the government. Students will be required to reimburse the government for loss of items of the uniforms or other equipment.

Advanced Course Requirements

A candidate must:

1. Have a minimum of two years remaining at the university.
2. Meet all other requirements for the Basic Course.
3. Meet medical requirements for Advanced Course.

4. Possess qualifications for becoming an effective Army officer.
5. Achieve a passing score on ROTC qualifying examination.
6. Have satisfactorily completed the Basic Course, received a waiver in lieu thereof, or have satisfactorily completed the Basic Summer Camp.
7. Have satisfactorily completed loyalty requirements.
8. Agree to enlist in the United States Army Reserve, accept a commission if offered, and serve two years on active duty if required.
9. Meet other requirements as determined by the department chairman, current Army regulations, and university policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine whether waivers can be granted.

Text and Allowances

Each cadet enrolled in the Advanced Course receives subsistence pay at the rate of \$100.00 per month. In addition, he receives uniforms valued at \$100.00. Textbooks are furnished to all cadets. He is paid six cents per mile travel expense to and from summer camp. While at camp, he is paid at the rate of \$208.80 per month. The pay and allowances received while one is in the Advanced Course total approximately \$2,400.00.

Courses of Instruction in Military Science

(For a description of the notation used in the following list of courses see p. 241).

101-102. Military Science I, Basic Course/(2-2-0).F-W-S.*

Basic military subjects with emphasis on U.S. Army and ROTC organization, individual weapons and marksmanship training, U.S. defense establishment, evolution of weapons, principles of war, and objectives of national security and defense.

Lecture two hours. Laboratory two hours.
*Laboratory for MS 102 is conducted during the spring quarter. Credit for MS 102 is given with successful completion of spring laboratory requirement.

201-202-203. Military Science II, Basic Course/(2-2-2).F-W-S.

Use of maps and aerial photographs, American military history, and an introduction to small unit operations and tactics. Prerequisite:

site: MS 101, 102 and Mathematics 101 (or equivalent) or permission of department chairman. Lecture two hours, laboratory two hours except in winter quarter.

248. Independent Study/(1-6). F;W;S.

301-302-303. Military Science III, Advanced Course/(3-3-3).F-W-S.

Leadership, military teaching principles, branches of the Army, small unit tactics, communications, and precamp orientation. Prerequisite: Successful completion of MS I, MS II, selection by department. Lecture three hours, laboratory two hours except in winter quarter.

348. Independent Study/(1-6). F;W;S.

**350. ROTC Summer Camp
Advanced Course/(9).SS.**

Normally taken summer following junior year. Training conducted at designated U.S. Army installation. This training provides cadets with practical experience in leadership, military teaching, small unit tactics, weapon qualifications, and communications. To receive credit, a student must register and pay a fee at the university. Prerequisite: Successful completion of MS III.

**401-402. Military Science IV,
Advanced Course/(3-3).F-S.**

A study of operations, logistics, army administration, military law, role of U.S. in world affairs, service customs, and officer orientations. Characteristics, attributes, and responsibilities of commissioned officers. Fourth-year cadets normally serve as officers in cadet brigade. Prerequisite: MS 301, 302, 303. Lecture three hours, laboratory two hours.

**403. Military Science IV, Flight
Training-Ground School/(3).F.***

The course consists of 35 hours of ground instruction at an approved civilian flying school. Students must take the Federal Aviation Agency written examination.

**404. Military Science IV, Flight
Training-Inflight
Instructions/(2).On demand.***

This course consists of 36½ hours of inflight instruction to include presolo, basic instruments, solo, and cross-country flying; final check by flight instructor and check by Federal Aviation Agency (FAA) Inspector. Upon successful completion of Military Science 403 and 404, students who are eligible may apply for a FAA private pilot's license.

* These courses comprise a flight training program. The U.S. Government will pay the expense for this training for qualified ROTC Cadets. Any student enrolled at Appalachian State University may take the courses provided he personally pays for the training.

Department of Music

Wayne M. Sheley, Chairman

The Department of Music is a member of the National Association of Schools of Music. The requirements set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

The objectives of the Department of Music are to provide: the best possible preparation of performers in different areas of music; teachers of music for the public schools and institutions of higher learning; training for the classroom teacher in the organizing and conducting of a well-balanced music program; music experiences and activities in which the music major as well as the general student can increase his skills, knowledge, and appreciation of music to contribute to the cultural tone of the university and community through the presentation of a variety of public programs and concerts.

Entrance Requirements and Placement Examinations for Freshmen

1. Applied Music: An audition is required of all entering freshman and transfer students.

The entrance requirements in the major performance medium are as follows:

VOICE: An acceptable voice and the ability to sing with accurate pitch and rhythm.

PIANO: The ability to perform major and minor scales and arpeggios and compositions of the difficulty of Bach, *Two-Part Inventions*; Beethoven, *Sonata Op. 49*; Chopin, *Mazurka, Op. 33, No. 3*.

INSTRUMENTS: A fundamental knowledge of the instrument including an acceptable method of producing tone; awareness of intonation problems; accurate rhythmic feeling; some contact with solo literature available for the instrument; the ability to play major, minor, and chromatic scales with the proper fingering.

Those who do not meet freshman standing must enroll in 013-014-015 until entrance requirements can be met.

2. Theory: Freshman and transfer students who plan to major in music take a placement examination to determine their general musical knowledge. Those who do not meet freshman standing must enroll in Music 100. For specific information write the department chairman.

Entrance Requirements and Placement Examinations for Graduate Students

All entering graduate music majors will demonstrate by examination their skills and abilities in music theory, music history and literature, performance major and music education where it applies. Any deficiency noted may require courses or individual study in the area of the deficiency prior to admission to candidacy for the degree.

Degree Programs

The Department of Music offers programs under the Bachelor of Arts degree, the Bachelor of Music degree, and the Master of Arts degree.

A major in music leading to the Bachelor of Arts degree consists of 60 quarter hours above general education requirements, including 101-102-103, 180, 201-202-203, 402, 405, 12 quarter hours of applied music, 12 quarter hours of ensembles, and 9 quarter hours of music electives.

A minor in music consists of 24 quarter hours above general education requirements, the courses to be selected in conference with the student.

The Department of Music offers a professional Bachelor of Music degree which offers a flexible curriculum that can be tailored to fit the needs of the individual student. Courses are available so that a student may prepare himself to pursue a career in several areas of the music profession or to prepare for graduate study. (The music education program leads to teacher certification.)

The student will select courses in consultation with an advisor who will seek to guide the student in choosing courses which will best serve his professional aspirations.

Basic requirements for the degree are:

General Education 55-64 q.h.

Professional Education (Music Education Program only) 38 q.h.

Applied Music 40-60 q.h.

At least 22 quarter hours must be earned in one performing concentration.

At least 12 quarter hours must be earned in ensemble.

Music Theory, Music History and Literature 50-65 q.h.

The student must complete 21 quarter hours in lower division theory, 3 quarter hours in music literature, 9 quarter hours in music history, 6 quarter hours in upper division theory, at least 2 quarter hours in basic conducting, and 6 quarter hours in upper division music literature.

A student must earn a total of at least 183 quarter hours, 110 of which must be completed in the Department of Music (83-84 quarter hours for music education majors).

Recommended courses of study for students desiring to pursue music education, a performance career in piano, organ, voice, one of the band or orchestral instruments, or other areas in the music profession will be supplied by the chairman of the Department of Music.

A major in music leading to the Master of Arts degree in public school music consists of 33 to 39 quarter hours, including Music 500, 522, 529, and 531; Administration, Supervision and Higher Education 506 and 535 or 547; Counselor Education and Reading 456; and Psychology 455 or 501 or 502. The major leading to the Master of Arts degree in junior college teaching consists of 33 to 39 quarter hours, including Music 500, 522, and 531 and Administration, Supervision and Higher Education 542 and 544 or 545 or 574. The graduate student must demonstrate proficiency or take courses in music history and literature, theory, applied music, conducting, and music education.

Proficiency in Major (Principal) Performing Medium

During the senior year a music major will demonstrate satisfactory proficiency in his major (principal) performing medium: piano, voice, violin, clarinet, or other band or orchestral instrument. This may be done in one of three ways: 1. an individual recital; 2. a group recital with no more than three participants; 3.

a comprehensive examination which includes the major instrument, theory, and other class work in music which the student has covered during the four years.

All music majors are required to attend a weekly performance seminar and each major is required to perform in the seminar at least twice during the academic year. At the discretion of the instructor freshmen may be excused from performing.

Comprehensive Evaluation of Musicianship

Before a music major may be accepted for upper division work in music he shall demonstrate satisfactory attainment in musicianship by examinations given by appropriate members of the music faculty. Failure to pass the examinations will necessitate a re-evaluation by the entire music faculty before the student can be accepted unconditionally.

Recitals and Concerts

Student seminar and studio recitals are held each week to provide experience and poise in public performance. Seniors and other advanced students present individual or joint public recitals to provide further performance skills. Frequent concerts are given by faculty, various musical organizations, and visiting artists.

It is desirable that music majors, undergraduate and graduate, attend all concerts and recitals sponsored by the Department of Music.

Applied Music

Individual music instruction is offered in piano, organ, voice, and all orchestral and band instruments. Courses in applied music are required of all music majors and may be elected for General College credit by students not majoring in music.

Piano. The piano major or principal should develop the ability to sight read, play accompaniments in a musical manner, and perform representative works from all periods of music, from the pre-Bach to the present.

Voice. The voice major or principal should be able to sing on pitch and show musical aptitude. Study will include good posture, relaxation, diaphragmatic breathing, good diction and vocal exercises, and appropriate songs adapted to the student's needs.

Organ. Piano facility which satisfies the instructor is a prerequisite for study in organ. The study includes pedal scales, hymn playing, appropriate selections from the works of Bach, Mendelssohn, Franck, and Widor, as well as contemporary European and American compositions.

Brass and Woodwind Instruments. This study emphasizes proper breath control, embouchure, and position, as well as good tone production and intonation. Materials and literature will be chosen on the basis of the student's ability and progress.

String Instruments. The purpose of string instruction is to promote in the student the basic techniques of good intonation, clarity and refinement of fingering and bowing styles, and the development of tonal beauty. Emphasis is placed upon the importance of phrasing and interpretation.

Percussion Instruments. The student expecting to major in this area should have a background of the basic rudiments in snare drum and sufficient experience and preparation of the other percussion instruments to play a standard band composition. The first year of study emphasizes the snare drum and the twenty-six rudiments along with suitable solo literature. The remainder of the time is devoted to the tympani and other traps and equipment, with the main emphasis placed upon the marimba.

Courses of Instruction in Music

(For a description of the notation used in the following list of courses, see p. 241.)

Applied Music (Secondary)

**010-011-012; 110-111-112;
210-211-212; 310-311-312;
410-411-412/(1-1-1).F-W-S-SS.**

One 30-minute individual lesson and six practice hours a week. 010-011-012 is designed for students below the freshman level and carries General College credit but no credit toward the music major. Each course offered every quarter.

Applied Music (Major-Principal)

**013-014-015; 113-114-115;
213-214-215; 313-314-315;
413-414-415/(2-4).F-W-S-SS.**

Two 30-minute individual lessons or equivalent in individual and/or class lessons. Six practice hours per week for each quarter hour credit. 013-014-015 is designed for students below the freshman level and carries General College credit but no credit toward the music major. Each course offered every quarter.

100. Elements of Music Theory/(3).F.

100 is designed for students below the freshman level and carries General College credit but no credit toward music major or elemen-

tary concentration in music. Lecture and demonstration five hours.

101-102-103. Basic Musicianship/ (3-3-3).F-W-S.

A course in the fundamentals of music integrating the basic materials and skills. Chord progression, altered chords, seventh chords, cadences, nonharmonic tones, modulation, and secondary chord are approached through integrated avenues of writing, performing, and creating. Lecture and demonstration five hours.

121-122-123. String Class/(1-1-1).F-W-S.

A presentation of the fundamental principles involved in playing and teaching stringed orchestral instruments. Lecture and demonstration two hours.

125. Woodwind Class I/(1).F;W.

Group instruction in the fundamental principles of woodwind technique. Laboratory two hours.

126-127. Woodwind Class II/(1-1).S-F.

A presentation of the fundamental principles involved in playing and teaching each

woodwind instrument. Prerequisite: Music 125 or equivalent. Lecture and demonstration two hours.

128-129-130. Voice

Class/(1-1-1).F-W-S.

A presentation of the fundamentals of singing for teaching and performance. Lecture and demonstration two hours.

131. Brass Class/(1).F;W.

Group instruction in the fundamental principles of trumpet technique. Laboratory two hours.

132. Percussion Class/(1).F;W.

Group instruction in the fundamental principles of performance on the standard percussion instruments. Laboratory two hours.

133. Brass and Percussion/(1).S.

A presentation of the fundamental principles involved in playing and teaching each brass and percussion instrument. Prerequisites: Music 131 and 132 or equivalent. Lecture and demonstration two hours.

134-135-136. Piano

Class/(1-1-1).F-W-S.

Group instruction in the fundamental principles of piano technique.

137-138-139. Guitar

Class/(1-1-1).F-W-S.

Group instruction in the fundamental principles of playing the guitar. A special rental fee of \$25 is charged each quarter for the use of the guitar. Laboratory two hours.

201-202-203. Creative

Musicianship/(4-4-4).F-W-S.

These courses are designed to involve the student in the analysis, comprehension, creation, and the performance of music in

all styles through a fusing of all the elements of music. Demonstration and laboratory six hours. Prerequisites: Music 101-102-103.

204. Liturgies/(3).S.

A study of the history of worship in the Jewish, Eastern Orthodox, Roman Catholic, and Protestant traditions. Emphasis will be placed on the structure and form of worship with some creative opportunities in new forms. Offered 1974-75.

**217. Introduction to
Music/(3).F;W;S;SS.**

A nontechnical course designed for students with little or no musical background. Emphasis is placed upon listening to music and finding pleasure in it.

**218. (Humanities) Music, Art, and
Ideas I/(3).F;W.**

A survey course of an interdisciplinary nature dealing with the historical, religious, philosophical, sociological, and scientific aspects of the fine arts. The purpose of this course is to serve as a capstone or a drawing together of the many single threads which tend to constitute liberal education—to give meaning and direction to one's search for personal freedom. Students would be expected to make use of a wide variety of library materials and to pursue topics of special interest on an individual or group basis. From the culture of Ancient Greece through the Middle Ages.

**219. (Humanities) Music, Art, and
Ideas II/(3).W;S.**

A continuation of Humanities 218. From the Renaissance to the present.

**228-229-230. Advanced Voice
Class/(1-1-1).F-W-S.**

A continuation of beginning voice class, including appropriate vocal literature adapted to the student's individual needs and progress. Prerequisite: Music 128-129-130. Lecture and demonstration two hours.

**248. Independent Study/(1-6).
F;W;S;SS.**

**301-302-303. Music for Classroom
Teachers/(2-2-2).F-W-S;SS.**

These courses are designed to increase the musicianship of the prospective elementary teacher and to develop an adequacy in music teaching methods. Performance examinations will be given on all phases of work where required. Lecture and demonstration three hours. 301 is prerequisite for 302 and 303.

**304-305-306. Music History/
(3-3-3).F-W-S.**

A comprehensive study tracing the evolution of music as an art. Emphasis is placed upon the parallel development of the various arts in their relation to music against the cultural background of history with suggestion for social and political understanding.

**309. Piano Pedagogy/(3).On
demand.**

The teaching of piano with a study of various approaches in private and class methods; problems of setting up and operating a studio.

316. Conducting/(2).F.

A study of the fundamentals and techniques of conducting. Lecture and demonstration three hours.

**317-318. Conducting Practicum/
(1-1).W-S.**

Supervised conducting experience of choral and/or instrumental ensembles.

321. Hymnody/(2).W.

A study of the hymn as it is used in the church's worship. An examination of the theology of the hymn texts as well as criteria for good hymn tunes will be presented. Offered in 1974-75.

**322. Organ Literature and Service
Playing/(3).F.**

A survey of the main stream of organ literature. Laboratory experience in playing for services of worship, including chant accompaniment, hymn playing, anthem accompaniment, and simple improvisation.

**348. Independent Study/(1-6).
F;W;S;SS.**

**391-392-393. Honors Independent
Study in Music/(3-3-3).F-W-S.**

**402. Elementary Counterpoint/
(3).W.**

A course in elementary counterpoint approached through writing, discussion, and analysis of species counterpoint. Lecture and demonstration four hours.

403. Choral Arranging/(2).W.

The technique of arranging for school choral groups including the problems of voice range, quality, flexibility, stamina, and tessitura. Lecture and laboratory three hours.

404. Instrumental Arranging/(2).S.

A study of the instruments of the band and orchestra in regard to range, tone quality, and appropriate use in instrumental ensembles, including practice in arranging. Lecture and laboratory three hours.

405. Form and Analysis/(3).S.

A study of various forms of composition including forms, dance forms, rondo and sonata forms. Lecture and demonstration four hours. Prerequisites: Music 101-102-103, 201-202-203, 402.

**406. Fundamentals of Composi-
tion/(3).On demand.**

A course in composition designed to provide writing experience in the important musical

forms. Prerequisite: Music 402, 405 or permission of instructor.

**407. Instrumental Solo
Literature/(3).On demand.**

A comprehensive study of the basic literature, including the aspects of style, idioms, and technical requirements.

408. Vocal Solo Literature/(3).On demand.

A survey of solo literature with special attention given to the interrelations of poetic text, vocal line, and instrumental part. Emphasis will be placed on the stylistic and technical demands of the music as well as on musical accuracy.

**416. Senior Recital/(0,1 or 2).
F;W;S.**

One hour credit for half-recital. Two hours credit for full recital. Performance majors may sign up for 0 credit only.

**417. Instrumental Pedagogy/(3).
On demand.**

Focus on the application of effective pedagogy in the applied area. Includes survey of research in teaching, observing, and practicum with private students.

418. Vocal Pedagogy/(3).On demand.

A study of the teaching of the fundamentals of voice production and materials and its presentation to individuals and groups. Observation and practicum with students.

**419. Organization and Philosophy
of Church Music/(3).W.**

Organizational principles of a comprehensive church music program. A brief study of the philosophy of the art form of music and how it relates to theological concepts will be presented.

**421-422-423. Church Music Field
Work/(1-1-1).On demand.**

The student will be responsible for all or part of a music program in an organized local church. Periodic visits to the church will be made by the professor, who will attend rehearsals or services and evaluate the student's work. Private or group conferences will be held with the professor, who will give guidance to the student.

**424-425-426. Supervised Piano
Teaching/(2-2-2).On demand.**

Supervised individual instruction under the direction of one of the piano faculty for three quarters. One hour seminar and two hours practicum. Required for piano pedagogy majors. Prerequisite: Music 309.

**451. Choral Literature/(3).
S;SS.**

A study of choral literature for mixed chorus, girls' glee club, boys' glee club, small ensembles, and church choirs.

452. Piano Literature/(3).On demand.

The study of the literature for piano from the pre-Bach to the present day through performance, analysis, and recordings.

**453. Concert Band Literature/
(3).On demand;SS.**

A study of the development of the Wind Band and its literature. Significant original compositions and transcriptions with emphasis on 20th century works.

**454. Problems in Elementary
School Music/(3).S;SS.**

Music teaching in the primary and grammar grades; research and demonstrations of methods of teaching elementary school children.

**455. Instrument Repair and
Adjustment/(3).S;SS.**

The repair and care of string, wind, and percussion instruments.

**456. Opera Literature/(3).On
demand; SS.**

Operatic development and literature from the Baroque period to the present day. Representative works will be studied visually and aurally. Attendance at live performances required.

**457. Chamber Music Literature/
(3).SS.On demand.**

Instrumental ensemble music from the early 18th century to the present, with special emphasis on the development of the string quartet as a musical form.

**458. Symphonic Literature/
(3).SS.On demand.**

A comprehensive study of the development of the symphony from the Mannheim school to the present through analysis of selected works.

460. Band Pageantry/(3).W;SS.

A study of the fundamentals of marching, precision drilling, formations, and maneuvering; the planning of football shows and parades.

461. Piano Workshop/(3).SS.

**462. Instrumental Workshop/
(3).SS.**

**469. Music Education
Workshop/(3).SS.**

An intensive course in modern methods of music education for superintendents, principals, supervisors, music teachers, classroom teachers, and physical education teachers.

**470-471-472. Field Studies in
Elementary Music Education/
(3-3-3).F-W-S.**

An examination of the basic methods, materials, activities, and techniques of music education, designed to develop those competencies necessary to carry forward a music program in the public schools. Aimed specifically toward selected in-service classroom teachers who possess some knowledge of and interest in music.

**474. Mountain Dulcimer
Workshop/(3).SS**

**491. Honors Project in
Music/(3).F;W;S.**

Graduate Courses

**500. Bibliography and
Research/(3).F;SS.**

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate music students. *Staff.*

**501. Survey of Music to
1600/(3).F;SS.**

A study of the development of music from that of the ancient Greeks through that of the Renaissance. *Erneston.*

**502. Music of the Baroque
Era/(3).W;SS.**

A comprehensive study of the music of western civilization during the Baroque Era, from the Camerata through Bach and Handel. *Erneston, Johnston.*

**503. Music of the Classic and
Romantic Periods/(3).S;SS.**

A comprehensive study of the music of western civilization during the Classic and Ro-

manic periods, from the Mannheim school through Wagner. *Erneston, Johnston.*

504. Music of the Twentieth Century/(3).S;SS.

A comprehensive study of contemporary music from Impressionism and Realism to the present day. *Erneston, Johnston.* Offered 1974-75.

505. Advanced Conducting/(3).W;SS.

Emphasis upon the critical examination of both choral and instrumental scores, with development of conducting skills necessary in securing the desired effects. *Spencer.*

506. Analytical Technique I/(3).F;SS.

A comprehensive review of theory and the development of techniques for analysis of music from the Baroque to Mozart through counterpoint, melodic structure, harmony, and form. Five hours per week. *Disbrow.*

507. Analytical Technique II/(3).SS.(On demand).

A continuation of Music 506 from Beethoven to early contemporary. Five hours per week. *Disbrow.*

510-511-512. Applied Music/(1-1-1).F-W-S;SS.

One 30-minute individual lesson and six practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a graduate level of performance before a music faculty committee. *Staff.*

513-514-515. Applied Music/(2-2-2).F-W-S;SS.

Two 30-minute individual lessons and twelve practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a

graduate level of performance before a music faculty committee. *Staff.*

516. Music Activities in the Elementary School/(3).F;SS.

Designed for the classroom teacher and covering a five-point program for children; singing, playing, creating, listening, and rhythmic activities. *Fox, Mears, Justice.*

517. Music in Secondary Schools/(3).SS.

A study of the function and role of general music in modern secondary schools, including music curriculum problems, instructional materials, and methods. *Mears, Fox.*

518. American Music/(3).SS.

The development of American music from the Puritan psalm singers to contemporary jazz with particular attention given to those musical concepts and practices which are distinctly American. *Staff.*

519. String Pedagogy/(3).SS.

Fundamental principles in playing and teaching orchestral stringed instruments. Designed for the graduate student who has had little or no training in strings but who wishes to prepare himself for beginning string work. *Dellinger.*

520. Woodwind Pedagogy/(3).SS.

Survey of techniques, practices, and materials for teaching the woodwind instruments. *Spencer.*

521. Brass Pedagogy/(3).SS.

Survey of techniques, practices, and materials for teaching the brass instruments. *Isley.*

522. Graduate Ensemble/(0).F;S;SS.

Participation in one of the instrumental or choral ensembles. *Staff.*

**529. Organization and Supervision
of School Music/(3).S;SS.**

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. *Spencer, Mears, Fox.*

531. Seminar in Music/(3).F;SS.

A review of the philosophy and practice in music education; reading of current studies, articles, books. *Logan, Spencer.*

Music Performing Groups

A major in music must participate in instrumental and/or choral organization for a minimum of eleven quarters. He may participate in more than one ensemble each quarter but may not receive more than 11 elective quarter hours toward graduation for participating in ensembles.

170. Marching Band/(1).F;W.

The marching band functions in cooperation with the athletic program during the fall and winter quarters. It appears in pep rallies, all home games, parades, and at several away games. Membership is open to all students who play band instruments. The band usually meets for several days prior to the opening of fall quarter. All students interested in performing should write to the band director. Majorette tryouts are held in the spring prior to the fall term. Rehearsal time is five hours in the fall and two hours in the winter.

171. Symphonic Band/(1).W;S.

The Symphonic Band is open to all students who have had experience in playing band instruments. The group plays standard literature and presents two concerts each year on campus. Rehearsal three hours.

172. University Singers/(1).F;W;S.

The singers accept students who read music and sing well. Auditions are open to all students. Emphasis is placed on fine choral literature of all periods, with particular emphasis given to the works of outstanding composers. A major oratorio or opera is presented each year, and concerts are given locally and throughout the state.

**548. Independent Study/(1-6).
F;W;S;SS.**

**550. Master of Arts Thesis/(6).
F;W;S;SS.**

**173. Women's Glee
Club/(1).F;W;S.**

The Women's Glee Club is open by audition to all women students who desire to sing. Rehearsals two hours.

**174. University Symphony
Orchestra/(1).F;W;S.**

The orchestra is open to all students who have ability and experience in playing any orchestral instrument. Emphasis is placed on securing good ensemble as well as the technical, dynamic, and interpretive demands of the compositions performed. The orchestra appears in concert several times during the year. Rehearsals three hours with additional sectional rehearsals.

175. Chamber Singers/(1).F;W;S.

A select group of twelve voices who sing madrigal literature of the 16th century and the chamber literature of all styles. Selection is based on audition. Rehearsal two hours.

176. Piano Ensemble/(1).F;W;S.

Supervised study and performance of duopiano literature. Rehearsals two hours.

177. Men's Glee Club/(1).F;W;S.

The Men's Glee Club is open to all men students who desire to sing and may be elected for credit or as extracurricular activity. Rehearsal two hours.

178. Accompanying/(1).F;W;S.

Supervised study of accompanying vocal and instrumental soloists. Rehearsal three hours.

179. Small Ensembles/(1).F;W;S.

Small Ensembles are open to all qualified students upon audition. Typical ensembles are the brass choir, clarinet choir, stage band, string quartet, and baroque ensemble. Rehearsal two hours.

**180. Performance Seminar/(0).
F;W;S.**

A weekly seminar in solo recitals covering all aspects and problems of public appearances. Required of all music majors.

181. Piano Repertoire/(1).F;W;S.

A studio class in which participants gain poise in performance and broaden their knowledge of the literature of the instrument. One hour.

**182. Vocal Repertoire/(1).On
demand.**

The study of the art song and solo materials from operas, cantatas, and oratorios through observation, performance, analysis, and study of the historical background of music from the 17th century to the present.

**183. Italian Diction/(1).On
demand.**

The principles and practice of Italian pronunciation in singing.

184. Wind Ensemble/(1).F;W;S.

Membership in the Wind Ensemble is limited to wind and percussion players who have attained the highest level of performing ability. This normally includes music majors primarily, although nonmajors can qualify. The group performs twice each year on campus and occasionally tours to schools in North Carolina and surrounding states. Rehearsal three hours.

185. Stage Band/(1).F;W;S.

This group is open to all students by audition. Emphasis is placed on developing a variety of popular music styles. Concerts are given on the campus and occasionally at schools off campus. Rehearsal two hours on Monday nights.

**186. Chamber Orchestra/(1).
F;W;S.**

The Chamber Orchestra is open to qualified students who have the ability and experience to perform music literature of the most select and demanding type. Due to the small size of the ensemble, each musician must be prepared to play solo passages. The group appears in concert each quarter. Rehearsal three hours.

Department of Speech

Charles E. Porterfield, Chairman

The objectives of the Department of Speech are to prepare those who are planning careers as teachers of speech or as speech and hearing clinicians; to provide a broad background of information and develop speech skills needed by those students planning to enter other professions; to provide for the university community the cultural influence and entertainment of good theatre, debates and discussions of current issues, the therapeutic services of a speech and hearing clinic, and the informative and entertaining programs of radio.

The Department of Speech offers a diversified program of courses in the areas of drama, public address, speech pathology, radio broadcasting, and oral interpretation. The department supports a cocurricular program including competitive intercollegiate forensics, the University Theatre, and the ASU Radio Station, WASU. Also, the department actively supports student organizations which are related to speech, such as Appoloday Players, Alpha Psi Omega Dramatics Society, Speech Communication Habilitation Club, Forensics Union, and Pi Kappa Delta Forensic Society. Speech majors are expected to participate in dramatics, forensics, and broadcasting activities.

A minor in speech consists of 21 quarter hours above the 100 level and must include 201, 206, 255, 308, and 9 quarter hours in speech electives.

For the Bachelor of Arts degree with concentration in general speech, a major consists of 46 quarter hours above the 100 level. This must include: 201, 202, 205, 206, 209, 215, 255, 308, 480, 481, 482; Psychology 303, 320, 451; Sociology 320, 340.

For the Bachelor of Arts degree with concentration in speech pathology, a major consists of 45 quarter hours above the 100 level. This must include: 304, 305, 307, 450, 451, 452, 453, 457, 458 (6 hours), 459 (6 hours), 460, 466, 476.

For the Bachelor of Arts degree with concentration in theatre, a major consists of 48 hours above the 100 level. This must include: 202, 203, 206, 208, 209, 210, 302, 306, 310, 311, 312, 314, 315, 464; 6 quarter hours from English 475, 483, or 484; 1 quarter hour from Physical Education 127 or 205; and 7 quarter hours speech electives.

For the Bachelor of Science degree and certification as a teacher of speech, a major consists of a minimum of 55 quarter hours above the 100 level. This must include: 201, 203, 205, 206, 208, 215, 255, 301, 302, 304, 305, 308, 309, 310, 311, 312, 450, 475, 480, 481, 482; and 3 hours from Psychology 303, 320, 451, or Sociology 320, 340.

For the Bachelor of Science degree and certification in speech correction (speech and hearing), a major consists of a minimum of 55 quarter hours above the 100 level. This must include: 304, 305, 307, 450, 451, 452, 453, 457, 458, 459, 460, 466, 476; Psychology 201; Counselor Education and Reading 460 or Mathematics 380; and 8 quarter hours from Speech 201, 202, 308, 456, Childhood Education 321, 322, 323, 371, 404, 455, 473, 474, 475, Counselor Education and Reading 472, Psychology 321, 364, 375, 376. Students in this program should elect Psychology 201 as part of their General College curriculum. Requirements for certification in this area consist of Childhood Education 301, 302, 303, 320, Psychology 301, 302, 303, 460, and Counselor Education and Reading 456. The department recommends that the students in this curriculum use as electives the courses in related areas that are required for certification by the American Speech and Hearing Association.

A graduate program leading to the Master of Arts in speech pathology is offered. To enter this program a student must have completed a minimum of 18 quarter

hours in courses acceptable toward certification by the American Speech and Hearing Association. To receive this degree the applicant must meet the academic requirements for certification by A.S.H.A. This stipulation may require a student to take more than 45 hours including a thesis or 54 hours without thesis, the minimum required of all graduate students. Consult the department for further details.

A minor in speech and drama consists of a minimum of 6 quarter hours selected from 456, 462, 463, 464, 470, 475, 480, 481, and 482.

Courses of Instruction in Speech

(For a description of the notation used in the following list of courses, see p. 241.)

1010. Speech Laboratory/(0). F;W;S;SS.

Instruction in pronunciation, articulation, and voice; therapy for students with problems of speech; speech-reading lessons for students with hearing loss.

101. Introduction to Speech Communication/(3).F;W;S;SS.

Introduction to the theory and practice of speech communication. Upon satisfactory completion of the course the student will be declared speech proficient.

201. Public Speaking/(3).F;W;S;SS.

The principles of effective public speaking; preparation and presentation of different types of speeches.

202. Voice and Diction/(3).W;S.

Instruction and practice in voice production and articulation; analysis of regional speech differences and standards.

203. Fundamentals of Acting/(3). F;SS.

Study of breath, voice, and body control, and the physical preparation necessary for acting.

205. Argumentation and Debate/ (3).F.

A study of the principles of argumentation and debate; analysis briefing, evidence, reasoning, and refutation; class debating on vital questions.

206. Interpretative Reading/(3).W.

Oral interpretation of literature.

208. Play Production/(3).F.

An introduction to the technical problems of play production; survey of scene design and construction, lighting, makeup, and costuming. Current college theatre production used as a demonstration workshop.

209. Scene Design and Construction/(3).W.

Elementary application of design principles to scenic design, basic construction techniques; current production used as a workshop.

210. Stage Lighting/(2).S.

A study of the use of conventional lighting instruments in play production, color in light design, lighting in the round and outdoor theatres; current production used as a workshop.

**215. History and Development of
Broadcasting/(3).F;W.**

Study of the history and development of radio-television with emphasis on technical, economic, legal, and social aspects.

**216. Introduction to Broadcasting
Procedures/(3).W.**

Radio broadcast procedures; program types and standards; laboratory practice in radio speaking; production of programs for the Appalachian Radio Workshop.

**217. Introduction to Theatre/(3).
F;W;S;SS.**

A nontechnical course for students with little or no theatrical background. A survey of all phases of the theatre.

**218. Radio and Television News
Reporting/(3).S.**

News gathering, research, writing, and presentation in the electronic mass media. A foundation in news ethics plus concentration on news style and technique for effective presentation.

**248. Independent Study/(1-6).
F;W;S;SS.**

**255. Introduction to Persuasive
Speaking/(3).W.**

Survey of the theories of persuasive speaking and audience analysis. Practice in the preparation and delivery of speeches to persuade. Prerequisite: Speech 201, 205 or permission of instructor.

300. Speech Activities/(1).F;W;S.

A student may earn one hour of credit for every three quarters of participation in the following activities: forensics, interpretation, radio, and theatre. Although more hours may be earned, only four may be counted toward graduation requirements. Make arrangements through department chairman prior to registering.

301. Classical Rhetoric/(3).F.

Study of the foundations and development of rhetorical theory during the classical period. Special emphasis is given to Plato, Aristotle, Cicero, and Quintillian.

302. Play Directing/(3).W;SS.

Directing techniques for proscenium theatre, including coaching the actor, problems in educational theatre, analysis of scripts, and theories of directing. Each student will direct at least one scene or a one-act play.

**304. Introduction to Speech
Correction/(3).F;W;S;SS.**

A survey of normal speech development and speech problems which are encountered by the classroom teacher; some attention to speech therapy.

305. Phonetics/(3).F;W;S;SS.

The phonetic basis of English speech sound, using the International Phonetic Alphabet; regional dialects and standards of pronunciation.

306. Acting II/(3).W.

The study of the psychological and interpretative approach of the actor toward the various styles of acting; studio production of scenes. Prerequisites: Speech 203 and/or by permission of the instructor.

**307. The Bases of Speech and
Hearing/(3).F.**

Survey of the sciences as they relate to speech and hearing; physiology, neurology, physics, linguistics, genetics, psychology, phonetics, and semantics.

**308. Discussion and Conference
Techniques/(3).F.**

Theory and principle of group processes as they are used in democratic decision making. Practice in organizing, leading, and par-

icipating in various forms of discussion and conference.

**309. Parliamentary Procedure/
(1).F.**

History of parliamentary procedure. Function of parliamentary practice in a democratic society. Study of how to create a new organization with a constitution, bylaws, and standing rules. How to conduct a meeting, keep motions in proper order, discuss an issue, vote.

**310. History of World Theatre I/
(3).F.**

The study of theatre styles and plays from the Greek theatre through 1576. Not offered in 1973-74.

**311. History of World Theatre II/
(3).W.**

The study of theatre styles and plays from 1576 to the end of the 19th century. Not offered in 1973-74.

**312. History of World Theatre III/
(3).S.**

The study of theatre styles and plays in the 20th century. Not offered in 1973-74.

314. Play Production II/(3).S.

An analysis of color, line, shape, and materials involved in scenery and costuming. Prerequisite: Speech 208 or by permission of instructor.

**315. Writing for Radio and
Television/(3).F.**

An introduction to the fundamentals of broadcast script writing for documentaries, commercials, adaptations, and creative dramatics for radio and television.

**316. Radio and Television
Program Production/(3).S.**

Types of programs; practice in casting and producing radio and television programs;

use of music, sound effects. Prerequisite: Speech 315 or permission of instructor.

**317. Broadcasting in the Public
Interest/(3).W.**

A study of government regulating agencies and public interest concepts affecting the broadcast industry and public-at-large.

**348. Independent Study/(1-6).
F;W;S;SS.**

**351. Business and Professional
Speaking/(3).W.**

Basic principles of oral communications applied to the speech needs encountered in the business and professional world. Special emphasis on interviewing, conference speaking, and manuscript speaking. Not open to speech majors.

400. Special Topics/(1-3).F;W;S;SS.

A program involving advanced study, a research or creative project, and writing. Adapted to serve students who have exceptional interests. The proposals for this work must be approved by the instructor and the chairman of the department prior to registration. May be repeated for a maximum of 6 hours.

**406. Advanced Oral
Interpretation/(3).S.**

A study of programming, story telling, reading of drama with emphasis on characterization, and Readers Theatre. Prerequisite: Speech 206 or consent of instructor.

**415. Broadcast Programming and
Management/(3).S.**

A seminar approach to contemporary programming techniques for broadcasting including programming analysis, development, and implementation in real and hypothetical situations. Emphasis on management functions of audience analysis, selection of formats, financial considerations, engineering problems, and personnel planning.

**416. Advanced Radio
Production/(3).F.**

Primary focus on actual lab production of radio scripts and documentaries for broadcast on the university radio station. Prerequisite: Speech 415.

**450. Rehabilitation of Articulatory
Defects/(3).W.**

Study of etiologies, diagnosis, and treatment. Prerequisite: Speech 304 or permission of instructor.

**451. Rehabilitation of Voice
Disorders and Cleft Palate/(3).S.**

Study of etiologies, diagnosis, and treatment of these and related disorders. Prerequisite: Speech 304 or permission of instructor.

**452. Rehabilitation of Stuttering
and Allied Disorders/(5).F.**

Review of modern theories and therapies; nature, causes, development diagnosis, and treatment of stuttering. Prerequisite: Speech 304 or permission of instructor.

453. Audiometric Testing/(3).F;S.

A study of the fundamentals of audiometric testing; the nature, causes, and diagnosis of hearing difficulties; programs and methods employed in the conservation of hearing. Supervised practice in basic audiometric procedures.

**456. Creative Dramatics/(3).On
demand.**

A course designed to aid the potential teacher in using drama as a creative teaching technique. Practice in selecting and acting out stories and poems. Not offered in 1973-74.

**457. Professional Standards and
Procedures/(1).F;W;S.**

The ethical responsibility of the professional in speech with special consideration given to

nonacademic requirements and practices. May be repeated for a total of 2 hours. Prerequisite: Permission of instructor.

**458. Clinical Practice in Speech
Correction/(1-3).F;W;S;SS.**

Supervised observation, planning, and practice in therapy. A minimum of 30 hours in the clinic is required for each academic hour of credit. May be repeated for a total of 6 quarter hours. Prerequisite: Permission of instructor.

**459. Student Practice in Speech/
(6).F;W;S.**

Experience in the practice of speech correction in a school setting under supervision approved by the Director of the Speech Clinic. Required of students seeking certification as a special education teacher of speech and hearing. Thursday afternoons, 3:30 to 5:00, must be kept free for critiques with the supervising clinician. Prerequisite: Speech 458 or consent of instructor.

**460. Speech Problems of Excep-
tional Children/(3).F;W;S;SS.**

Speech problems associated with mental retardation; neuromuscular disorders, hearing loss. Prerequisite: Speech 304 or consent of instructor.

**461. Speech Correction for the
Classroom Teacher/(3).F;SS;Ex.**

A survey of the speech and hearing problems of school children. Required in majors in speech education who have not had Speech 304.

**462. Educational Theatre
Techniques/(3).On demand.**

Designed to teach practical production techniques to those who produce plays in high schools and junior high schools.

463. Acting III/(3).S.

An in-depth study of the creating of a role and analysis of character. Prerequisite:

Speech 203, 306 and previous participation in at least one production of the University Theatre and/or by permission of the instructor.

**464. Advanced Play Directing/
(3).W.**

Study of how to correlate the director's analysis of the script with the playwright's intention, the stage facilities and the actor. Forms of theatre presentation other than proscenium will be explored. Prerequisite: Speech 203, 302, and 306, and participation in at least one University Theatre production, or with the permission of the instructor.

**466. Introduction to Hearing
Rehabilitation/(3).W.**

Survey of auditory training procedures, methods of amplification, and the teaching of speech reading to children. Prerequisite: Speech 453 or consent of instructor.

**470. Theatre Organization and
Management/(2).F.**

A study of the business procedures in the theatre including box office, publicity, and the handling of the house. Laboratory work in these areas on current productions. On demand.

**475. Modern Forensic Program/
(3).On demand.**

Designed to prepare students to conduct a forensic program including planning, coaching, and judging at the secondary level.

**476. Anatomy and Physiology of
the Receptors and Voice
Mechanism/(3).F;SS.**

For special education majors and speech majors. The study of the organs and tissues involved in human communication, normal and defective.

**479. Speech Composition/(3).On
demand.**

Intensive practice in composition and delivery of various types of speeches for different occasions. Emphasis on speech structure and oral style.

480. Communication Theory/(3).F.

Treats listening theory, discussion theory, general semantics, the philosophy of measurement and new dimensions in speech as reported in the literature of the field.

**481. History and Criticism of
American Public Address—I/
(3).S.**

A critical study of American speakers from the Revolutionary period to 1865. Emphasis is given to the rhetorical craftsmanship exhibit in the speeches and the affect of the speeches upon American history. Offered 1974-75.

**482. History and Criticism of
American Public Address—II/
(3).S.**

A critical study of American speakers from 1865 to 1920. Emphasis is given to the rhetorical craftsmanship exhibited in the speeches and the affect of the speeches upon American history. Offered 1974-75.

Graduate Courses

**500. Research and Bibliography/
(3).On demand.**

A study of the procedures designs and methods of reporting in speech research. Required in the first quarter of graduate study.
Staff.

**501. Development of Language
and Speech/(3).F.**

Language growth from the first vocalization of the expression of abstract thought, in-

cluding a consideration of factors that interrupt or hinder language acquisition, methods of encouraging development, and guidance for parents. Prerequisites: Speech 305, and 451 or 452 or consent of instructor. *Swem.*

502. Psychology of Communication/(5).W.

A study of the origin of speech and language, the psychological aspects of speech, the interrelationships between speech and personality. *Meador.*

503. Rhetorical Theory/(3).On demand.

Study of classical, medieval, and modern rhetorical theoreticians from Corax to Whately. *Porterfield.*

508. Advanced Clinical Practicum/(1-3).F;W;S;SS.

Supervised clinical practice requiring a minimum of 35 hours in the clinic for each hour of credit. Emphasis is on evaluating and improving both the student's techniques and his interpersonal relationships. May be repeated for a maximum of 9 quarter hours. Prerequisite: Speech 458 or consent of instructor. *Staff.*

510. Rehabilitation of Language Disorders in Children/(5).S.

A survey of causes, principles of differential diagnosis, and treatment. Prerequisite: Permission of instructor. *Swem.*

515. Rehabilitation of Hearing I/(3).W.

Study of the physics of sound, hearing disorders, auditory training, and methods of amplification. Prerequisite: Speech 453 or permission of instructor. *Meador.*

516. Rehabilitation of Hearing II/(3).S.

Study of the problems involved in speech reading, methods of instruction, prepara-

tion of lesson plans for children and for adults. Prerequisite: Speech 515 or permission of instructor. *Meador.*

520. British Public Address/(3).On demand.

Historical-critical study of leading British speakers from Pitt to Churchill with emphasis upon how their speaking affected English history. *Auston.*

522. Contemporary Public Address/(3).On demand.

Critical analysis of outstanding speakers of the 20th century with special reference to the influence of their rhetoric on the issues of the period. *Porterfield.*

530. Linguistic Foundations of Speech/(3).On demand.

Study of structural linguistics, the evaluation of language, and the theories of the development of spoken language in the race. *Auston.*

531. Semantics/(3).On demand.

Study of the psychology of meaning in language with special reference to emerging disciplines and theories. *Auston.*

535. Voice Science/(3).On demand.

The psycho-physics of speech, experimental phonetics, methods and levels of measurement in speech. *Meador, Swem.*

540. Seminar in Speech Pathology/(3).On demand.

Reports of research projects, recent developments, current literature and trends. Prerequisite: Consent of instructor. May be repeated for a maximum of 9 hours. *Staff.*

545. Methods of Diagnosis/(1-2).F;W;S;SS.

A combination of study and practice in the procedures and techniques involved in the

diagnosis of speech disorders, preparation of case history and speech evaluation reports. Problems of sharing information with other disciplines. Observations in other disciplines. Two hours of lecture and discussion, and for each additional hour of credit a two hour laboratory period consisting of observing and participating in both diagnostic procedures and staffing. May be repeated for a maximum of 6 hours total credit. Prerequisite: Speech 450, 451, 452, or consent of instructor. *Meador.*

548. Independent Study/(1-6).

F;W;S;SS.

Graduate students with an approved subject of investigation may register for this course. May be repeated for a maximum of 6 quarter hours.

550. Master of Arts Thesis/(6).

F;W;S;SS.



The College of Continuing Education





The College of Continuing Education

James W. Jackson, Dean

In cooperation with other colleges of the university, the College of Continuing Education strives:

To provide educational experiences for those outside the confines of the university through extension classes, conferences, and camp programs.

To expand the knowledge of university students through a program of internships with businesses and agencies in the region.

To offer educational experiences to graduate and undergraduate students, along with persons seeking enrichment or certificate renewal credit, during the university summer sessions.

To coordinate university and regional services in programs directed toward the improvement of life in the region.

Although the College of Continuing Education is not a degree-granting program in the university, the dean and all the offices within the College of Continuing Education work closely with all other academic departments and divisions of the university in order to better serve the various groups and populations calling upon the university for its services. The offices directly responsible to the Dean of the College of Continuing Education are:

The Office of Summer Sessions

The Center for Continuing Education

The Office of Extension and Field Services

The Office of University Camp Programs

The Student Internship Program

The Division of Community and Regional Services

The Office of Summer Sessions

Summer sessions at Appalachian have experienced growth at a tremendous rate, not only in size, but also in depth of programs offered. The 1972 summer sessions brought educational experiences to approximately 20 percent more students than the previous year. Besides offering courses allowing undergraduates to work toward their degree requirements, the university schedules workshops, seminars, and standard courses for teachers and other professional persons to gain enrichment or work toward advanced degrees.

Courses are offered on a full quarter basis, in two consecutive five-week terms, and in five two-week terms. For those desiring to attend classes without moving from their residence, a weekend college is offered with classes meeting on Friday night or Saturday morning for ten weeks.

Summer sessions at Appalachian offer an alternative to the typical summer school. "Cool School," the slogan used for the summer sessions, is not just a concept; it is a reality.

The Center for Continuing Education

Appalachian's \$2.5 million Center for Continuing Education, which opened early in 1973, is located at an elevation of 3,535 feet at the top of the new west campus. The center contains approximately 70,000 square feet—with 17 multi-purpose meeting rooms (including a small auditorium), a library, and exhibition areas. In addition the facility provides complete living accommodations for guests, with 91 bedrooms, a spacious dining hall, a coffee shop, and a gift shop. Other features include a planned 112-acre outdoor ecological laboratory and recreational area.

The center also contains the most up-to-date audiovisual and learning resources equipment as well as special lighting. Besides these features there are alumni-faculty lounges, cable color TV, wall-to-wall carpet throughout the building, and two lobbies. Well-lighted parking areas are available for cars and buses, and charter or limousine service is provided to four airports.

The center is open year-round for conferences, workshops, seminars, and short-term courses. Some 100 state, regional, and national groups are scheduled to meet at the center during 1973.

The Office of Extension and Field Services

As a service to the people of Piedmont and western North Carolina, Appalachian State University conducts off-campus classes. As far as possible, these classes are planned around extension centers so that

adequate equipment, supplies, and materials for collateral reading may be provided. These classes usually meet for a period of three hours per week for a quarter. They are taught by members of the regular faculty or by persons appointed especially for this service.

The cost of tuition for an extension class is \$12.00 per quarter hour. A student registering at Appalachian for the first time must pay an additional fee of \$10.00.

For graduate students who register for extension work, up to 12 quarter hours of graduate credit may be counted toward the master's degree. Extension work applied toward the master's degree will not reduce the minimum residence requirements of 36 weeks, but it can be used to replace the six weeks of additional residence required of students who do not write a thesis.

Not more than 30 quarter hours of extension and/or correspondence credit from recognized institutions may be applied toward meeting the requirements for the baccalaureate degrees.

For information on the extension program contact the Director of Extension, Appalachian State University, Boone, North Carolina 28607.

The Office of University Camp Programs

The Office of University Camp Programs is involved in coordinating two areas of educational and recreational camping experiences, on-campus and off-campus programs.

The on-campus programs involve educational camps that include retreats, seminars, conferences, and educational camps. The on-campus recreational programs include summer camps in such sports as basketball, football, baseball, and swimming.

The off-campus program is conducted at Camp Broadstone, a 53-acre facility located in a wooded setting six miles from the main ASU campus. Camp Broadstone is available for use for summer and winter camping programs, retreats, and picnics. The camp has a main lodge that is capable of housing 60 people and feeding a group of approximately 150. The university encourages the use of this off-campus facility by students, faculty, community, and civic groups. The lodge will also be available for rental during the 1973-1974 ski season.

Student Internship Program

The Student Internship Program provides meaningful service-learning experiences outside of the regular classroom situation. Internships help the student relate classroom learning to the real world. The program also attempts to help relate academically-

obtained skills in many areas to existing regional problems. The program also provides a source of educated manpower to regional offices and agencies and provides students with the opportunity to serve these agencies and at the same time enhances educational perspectives. Internships have proven to provide a stepping stone to jobs after graduation as they provide students with experience and job opportunities and contacts.

The Division of Community and Regional Services

The Division of Community and Regional Services was created in 1972 as a part of the College of Continuing Education to strengthen the commitment of Appalachian State University to serve in its area. The division will coordinate university and regional resources to develop and implement service programs in surrounding counties. Division staff are actively involved throughout the region in planning, community organization, research, and program development. The division also assists other university departments in planning and coordination of community services activities in the region.

Special emphasis is given to programs which improve the quality of life in the region. Current priorities stress improved health care delivery and strengthening of the family as a vital social unit.

The activities of the division often lead to field experiences for students, to research opportunities for faculty members, and to continuing education programs designed to meet special needs within the region. For further information one should contact the Director, Division of Community and Regional Services.

The Graduate School





The Graduate School

Cratis Williams, Dean

The Graduate School, organized to provide facilities for advanced study leading to master's degrees, Certificates of Advanced Study, and specialist's degrees, offers programs of graduate work during the summer session and the three quarters of the regular session. Late afternoon, evening, and Saturday morning courses are scheduled for commuters and part-time students. Extension courses are offered in the region which Appalachian serves. A maximum of 9 quarter hours may be earned in a five-week summer term and 15 quarter hours in a quarter in the regular session. Up to 12 hours of degree credit may be offered through extension and/or by transfer from another accredited graduate school.

The primary purpose of graduate study is to offer capable students opportunities and facilities for advanced study and research in their fields of specialization. The graduate programs are designed to develop or extend significantly specialization in academic, professional, or interdisciplinary areas. One of the functions of the Graduate School is to prepare master teachers, supervisors, and administrators. Accordingly, work leading to the Master of Arts degree is designed to prepare teachers for the following types of positions: superintendent, principal, general supervisor, supervisor of student teaching, school librarian, media center director, secondary school teacher, elementary school teacher, school counselor, school musician, reading specialist, audiovisual specialist, junior college teacher, junior college administrator, special education teacher, speech pathologist, student personnel director. A second function is to give an opportunity for academic training beyond the bachelor's degree to persons not interested in professional education. For these, programs leading to the Master of Arts degree in English, geography, history, mathematics, political science, psychology, or

clinical psychology and the Master of Science degree in biology or chemistry have been approved.

Specialist in Education programs are offered in Educational Leadership, Elementary Education, and Higher Education. A minor consisting of 18 to 24 quarter hours of advanced graduate work in an academic area or in counseling, reading education, or educational media may be included in Ed.S. programs in Elementary Education and Higher Education. The Specialist in Science degree is available in biology.

Courses which have been approved for graduate credit by the curriculum committee of the college, the Academic Policies and Procedures Committee, and the Graduate Council constitute the graduate offerings. Majors are provided in audiovisual education, biology, chemistry, counseling, economics and business, educational media, English, elementary education, French, geography, higher education, history, industrial arts, library science, mathematics, music, physical education, political science, psychology, clinical psychology, school administration, school supervision, science, special education, speech pathology, reading specialization, supervision of student teaching, social science, Spanish, and student personnel services. Minors are available in art, junior college education, philosophy and religion, physics, secondary education, sociology, and speech and drama. For further information on each of these majors see the appropriate departmental description in this catalog.

The Graduate School at Appalachian State University was organized in 1948. By the end of academic year 1971-1972 a total of 5,192 master's degrees had been awarded. There were 3,030 persons enrolled in graduate school in the summer of 1972 and 1,180 in the fall quarter of 1972-1973. The graduate programs at Appalachian are nationally known. Among 492 awarded graduate degrees in 1972 were 273 graduates of other institutions and 107 out-of-state students.

On February 26, 1949, graduate study at Appalachian was approved by the American Association of Colleges for Teacher Education. Programs leading to certificates based on a graduate degree are approved by the National Council for Accreditation of Teacher Education. The Graduate School has been a member of the Council of Graduate Schools in the United States since 1961.

The graduate faculty, consisting of 265 members in the fall of 1972, includes 222 who hold doctoral degrees from outstanding universities. The remainder are specialists in their fields or holders of terminal degrees in their disciplines. The library holdings, housed in the new Belk Library, include approximately 250,000 volumes and are being supplemented currently at the rate of 25,000 volumes a year.

Summary of Procedures for Graduate Degree Students

Successive Steps	Time
1. Application for admission to Graduate School.	1. At least one month prior to student's first registration.
2. Miller Analogies Test.	2. An acceptable score for the NTE or the GRE by the middle of the first quarter.
3. Consultation with departmental advisor.	3. During registration and about two weeks later.
4. File with the departmental advisor three copies of the application for candidacy and the program of study leading to the degree or certificate of advanced study.	4. Prior to the close of the first quarter, or the term in which the first 12 quarter hours of resident graduate work will be completed.
5. Clearance and application for degree. Obtain necessary forms and instructions from the Graduate Office.	5. Have program of study cleared in the Graduate Office prior to or during registration for the last quarter of work. <i>File application for degree by end of the first week of final quarter.</i>
6. Comprehensive examination.	6. During last quarter and at least ten calendar days before graduation.
7. Completion and defense of thesis.	7. Completed at least one month prior to date set for defense of thesis. Thesis must be defended prior to seven days before graduation.
8. Filing of unbound copies of thesis and abstracts in the university library.	8. Immediately after approval of thesis committee and acceptance by the Dean of Graduate School.
9. Conferring of degree.	9. June or August commencement.

Admission: Master's Degree Programs

Requirements

1. A baccalaureate degree from a college or university of recognized standing.-
2. An undergraduate background appropriate for graduate study in the proposed field. If the student intends to become a candidate for the Master of Arts degree with a major or minor in education, he must present a minimum of 27 quarter hours of undergraduate credit in education and related courses. For prerequisites in his academic field he should consult the chairman of the graduate advisory committee in that field.
3. A satisfactory undergraduate academic record. For unconditional admission, one must have either an overall average of at

least *C+* or at least an average of *B* for his last two years of undergraduate work and at least an average of *B* in his undergraduate major. However, a student with lower averages whose record reflects progressive improvement as he moved through undergraduate school and whose average for the senior year was at least *B* might be approved if his application is supported by excellent letters of reference and scores from *both* of the required tests that place him at or above the 50th percentile on a nationwide basis. A student with a lower academic average may be admitted for one quarter on probation if his references recommend him and his score from one of the required tests is satisfactory. Upon the satisfactory completion of one quarter of work, a student admitted on probation may make application for admission to candidacy. The admission status of an applicant who is a graduate of an institution which does not award grades is determined on the basis of reference evaluations and scores for the Miller Analogies Test and either the National Teacher Examinations Weighted Common or the Graduate Record Examinations Aptitude Test and the appropriate Option. An interview may also be required.

4. A report of scores from the Miller Analogies Test, which is administered by appointment at the testing centers on the campuses of most universities and many senior colleges.
5. An application for admission made on a special form, obtainable on request, and submitted with two complete transcripts of all previous college work, unless done at Appalachian, at least one month before the candidate plans to begin graduate study.
6. Three reference ratings, one of which must be from a college administrator or the head of the department in the candidate's undergraduate major field of study.
7. Freedom from serious physical, personality, or speech defects.
8. Approval of the chairman of the department or the coordinator of the curriculum in which he intends to major.
9. A record of successful teaching experience or satisfactory completion of student teaching is required for one applying for admission to a program leading to a certificate to work in public schools. Such an applicant must hold, or be eligible to hold, a North Carolina A teaching certificate in his chosen field or the comparable certificate in another state.

Admission Status

Regular. Regular admission to the Graduate School is granted to students who meet the established requirements for entrance.

Provisional. A student who does not have all the course prerequisites for admission, or who has deficiencies, but is otherwise admissible may enter on a provisional basis.

Probationary. A student who does not meet established requirements for admission but who supplies sufficient evidence to show that he is capable of doing satisfactory graduate work may be admitted on a probationary basis for one quarter. If his work is satisfactory, he may then be permitted to apply for admission to candidacy for the master's degree.

High Risk. A student with a good-to-excellent undergraduate record and who is highly recommended by the references but whose scores on required tests are below the normal cutoffs for admission to candidacy may be admitted as a "high risk" graduate student. If his GPA is at least 3.20 for the first quarter of graduate work, he may apply for candidacy.

Unclassified. A student who does not plan to work for the master's degree may be permitted to register for graduate courses for self-improvement or to be used for renewing his certificate or changing his certification pattern. Such work, however, may not later be applied toward the degree. Unless the student already holds the master's degree, he is normally encouraged to apply for admission in order to assure a dual use of his graduate credits.

Transient. A student enrolled in another recognized graduate school may be permitted to register for a limited number of graduate credits at Appalachian provided the dean of the graduate school in which he is enrolled submits a statement that he is in good standing.

Advisors

Each student admitted to a program of graduate study at Appalachian State University is assigned an academic advisor or advisory committee from the department or curriculum program in which the student plans to complete the major portion of his work. The student is expected to meet with his advisor during the first term on campus for the purpose of developing a graduate degree program. Changes in this program can be made only with the approval of the advisor and the Dean of the Graduate School. Course work taken without the approval of the advisor will not automatically be applicable towards the degree. A list of advisors for each graduate major offered follows:

Audiovisual Education	John A. Pritchett
Biology	F. Ray Derrick
Chemistry	George B. Miles

Early Childhood Education (K-3).....	Grace G. Lilly
Economics and Business	Orus Sutton
Educational Media	Doris Cox
Elementary Education (4-9)	Grace G. Lilly
English.....	John E. Trimpey
Foreign Languages.....	J. Roy Prince
Geography.....	Terry E. Epperson, Jr.
Guidance and Counseling.....	J. Edward Harrill
History.....	Roy Carroll
Industrial Arts.....	Frank R. Steckel
Junior College Education	Leland Cooper
	Sandra Gruetter
	Marshall McLeod
Mathematics	Ray Graham
Music	Wayne Sheley
Physical Education	Edward T. Turner
Political Science	Roland F. Moy
Psychology, Clinical.....	Richard H. Levin
Psychology, General-Theoretical	Walter T. Snipes
Reading Specialist	Uberto Price
School Administration.....	Nathaniel H. Shope
	N. W. Shelton
	Alvin R. Hooks
	Guy T. Swain
	Spencer D. Durante
Science Education	F. Ray Derrick
Secondary Education	N. A. Miller
Social Science (General)	P. Albert Hughes
Social Science (Sociology Concentration).....	A. M. Denton
	Louie Brown
Special Education.....	Benjamin L. Brooks
Speech Pathology.....	Charles E. Porterfield
Student Personnel Services	
(Junior College)	J. Edward Harrill
Supervision	Nathaniel H. Shope

Admission to Candidacy

Admission to graduate study does not carry with it admission to candidacy for the master's degree. Admission to candidacy for the degree is acted upon after one quarter of graduate study in the university.

1. Admission to candidacy is contingent upon the recommendation of the applicant's advisor and the approval of the Graduate Council.

2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory and creditable work at the graduate level. A student must have at least a *B* average at the time his application for candidacy is presented.
3. Before filing application for admission to candidacy, the applicant shall have taken the Miller Analogies Test and the Common and the Area of the National Teacher Examinations. An applicant for admission to the junior college program may offer scores from the Graduate Record Examination Aptitude and the Advanced Test in his Area in lieu of the National Teacher Examinations. An applicant for admission to the Master of Arts programs in English, geography, history, mathematics, political science, or psychology or the Master of Science program in biology or chemistry must offer scores from the GRE Aptitude and the appropriate Advanced Test and the Miller Analogies Test.
4. Each student shall file with his advisor a program of study and an application for admission to candidacy before the end of the quarter in which he will complete 12 quarter hours of resident graduate credit at Appalachian. Forms for this purpose may be obtained either from the advisor or from the Office of the Dean of the Graduate School. At the time the application is presented to the Graduate Council by the advisor, the student shall have completed the research course required in his major field and at least one other course in his major field. In all cases the student must complete at least 15 quarter hours of credit after he is admitted to candidacy.
5. The application for admission to candidacy shall be accompanied by a proposed program of study approved by the applicant's advisory committee and the Dean of the Graduate School. Normally, the program of study will include a major of not less than 36 quarter hours in audiovisual education, biology, chemistry, counseling, economics and business, education, educational media, English, French, geography, history, industrial arts, library science, mathematics, music, physical education, political science, psychology, reading education, science, social sciences, Spanish, or speech pathology and a minor of not less than 9 quarter hours in education if the proposed major is in a field other than education.
6. Except for those preparing to teach in junior college or moving toward the Master of Arts in English, geography, history, mathematics, political science, or psychology, or the Master of

Science in biology or chemistry, students are required to present a minimum of 27 quarter hours of undergraduate credit in education and related courses. The applicant's academic field shall be based upon a prerequisite of an undergraduate major in that field. Persons preparing in elementary education for the N. C. Intermediate Certificate (4-9) and majoring in an academic area must present a minimum of 21 hours of undergraduate work in the academic field. Those preparing for the N. C. Graduate Early Childhood Education Certificate (K-3) may spread the academic graduate work over as many as four fields with at least 9 hours of academic work in a single field.

Requirements for Graduation

The degree of Master of Arts, Master of Science, Specialist in Education, or Specialist in Science may be conferred upon a student who has completed creditably the program of work submitted to the Graduate Council at the time the application for admission to candidacy was approved. Except in M.S. programs in biology and chemistry and nonteaching M.A. programs in English, geography, history, mathematics, political science, and psychology, the candidate may, with the approval of the advisor and the Graduate Council, elect not to write a thesis. Hence, either of two programs for a master's degree may be followed.

With thesis:

1. Thirty-nine acceptable quarter hours of graduate course work, exclusive of the thesis, 33 of which must be completed in residence at Appalachian.
2. A minimum residence of one academic year (36 weeks) or its equivalent in the summer.
3. A thesis in the major field of interest, for which the candidate shall register for credit not exceeding 6 quarter hours.
4. All graduate credit offered for the degree must have been earned with a limit of six calendar years, or if earned within a limit of ten years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
5. Not more than 15 quarter hours offered toward the degree may be credit earned in courses with catalog numbers below 500.
6. Grades on course work may not average lower than *B*. No graduate course with a grade below *C* will be credited toward the degree.

7. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third of the residence period and at least ten calendar days prior to the date on which the candidate receives the degree.

At least four weeks (two weeks in the summer session) before he is scheduled to defend his thesis before his examining committee, the candidate must submit a preliminary copy to each member of his committee. Within ten days (five days in the summer session), other members of the committee shall return the thesis to the chairman of the thesis committee with written criticism and statements of conditional or tentative approval.

Prior to seven calendar days (five in the summer session) before he expects to receive his degree, the candidate will defend his thesis in an oral examination by his committee.

Immediately after the approval by the thesis examining committee, four typewritten copies of the thesis, the original and the first three carbon or zerographic copies, must be filed in the university library, together with the costs of having them bound.

Four copies of the approval sheet must be prepared by the student. One copy is bound with each copy of the thesis.

Four copies of an abstract of the thesis must be filed with the thesis after the abstract has been approved by the chairman of the thesis committee. The abstract, not to exceed two typewritten pages, shall give the problem, the procedure, and the conclusions reached in the thesis.

Thesis:

The subject of the thesis must be within the major field. The thesis should show:

1. Ability of the candidate to work independently on an approved problem.
2. A reasonably wide familiarity with the literature of the field of specialization.
3. A practical working knowledge of research methods.
4. Conclusions supported by data.

The student must have presented a prospectus to his advisor and received approval of his proposed topic before he is permitted to register for the thesis. The candidate's thesis advisor and two graduate faculty members of the department will constitute his thesis committee. The department chairman may appoint any member of

the graduate faculty of his staff to act as chairman of the thesis committee and to supervise the writing of the thesis.

The latest edition of Campbell's *FORM BOOK FOR THESIS WRITING* is the approved guide for form of theses in educational fields. With the approval of the Dean of the Graduate School and the thesis committee, the form may be varied to meet the requirements of the discipline in which the thesis is being written or of publishers if the manuscript is to be printed. One planning to write a thesis should request from the chairman of his department a copy of "Procedures for Writing a Thesis."

Without Thesis:

1. Fifty-four acceptable quarter hours of graduate course work, 42 of which must be completed in residence at Appalachian. A candidate may, with the permission of his advisor and the approval of the Graduate Council, offer up to 12 quarter hours of graduate credit from another graduate school or 12 quarter hours of graduate extension credit from Appalachian or a combination of up to 12 quarter hours, but in no case may the residence at Appalachian be less than one academic year (36 weeks).
2. All graduate credit offered toward the degree must have been earned within a limit of six calendar years, or, if earned within a limit of ten years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
3. For candidates majoring in education, not more than 18 quarter hours offered toward the degree may be credit earned in courses with catalog numbers below 500, except that majors in childhood education (4-9) who concentrate in mathematics may include up to 24 hours with numbers below 500. For candidates completing an academic major of 36 hours, up to 24 hours of upper division undergraduate work may be approved, provided that not more than 18 quarter hours of it is offered in the major.
4. Grades on course work may not average lower than *B*. No graduate course with a grade below *C* will be credited toward the master's degree.
5. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third of the residence period and at least ten calendar

days prior to the date on which the candidate receives the degree.

Master of Arts Degree for Teachers and Other School Personnel

The following programs, which lead to the Master of Arts degree in education curricula, are designed for school personnel. Many of the programs do not provide an opportunity for writing a thesis.

In those programs which provide for a thesis, a student may elect not to write the thesis. If he does not write a thesis, he will with the assistance of his advisor select five courses (15 quarter hours) in lieu of the thesis, which may be in education, an academic field, or both, depending on the student's needs.

An academic major is required of the candidate preparing to teach in secondary schools. Eighteen hours or more of the work of candidates preparing to teach in elementary school will be in academic areas.

Audiovisual Specialist

CR 500.	Research in Education	3
AH 547.	Social Foundations of Education.....	3
	or AH 535. Philosophy of Education	
EM 466.	Instructional Materials	3
EM 475.	Audiovisual Instruction.....	3
AH 502.	Organization and Administration of the Secondary School	3
	or AH 504. Organization and Administration of the Elementary School	
AH 505.	Supervision of Instruction	3
AH 506.	Curriculum Construction	3
EM 528.	Production and Care of Audiovisual Materials	3
EM 532.	Use and Care of Machines and Equipment	3
EM 537.	Organization and Administration of an Audiovisual Program.....	3
AH 549.	School Building Planning.....	3
EM 554.	Television in Instruction.....	3

Approved courses related to audiovisual
education or an academic minor 18

School Administrator

CR 500.	Research in Education	3
AH 535.	Philosophy of Education.....	3

AH 547. Social Foundation of Education.....	3
AH 501. Public School Administration.....	3
AH 502. Organization and Administration of the Secondary School	3
AH 504. Organization and Administration of the Elementary School.....	3
AH 505. Supervision of Instruction	3
AH 506. Curriculum Construction	3
AH 575. Internship in School Administration.....	6
or AH 525. Problems in Public School Administration	

Cognate discipline (social sciences).....	9
Electives	15

Cognate courses to be selected in conference with the student's advisor for the purpose of gaining competence in academic areas related to educational administration.

Elective courses to be selected in conference with the student's advisor for the purpose of gaining competence in academic or professional areas related to educational administration.

General Supervisor

Prerequisite: North Carolina A Certificate or its equivalent from another state; a minimum of three years of successful teaching experience.

For departmental requirements in the secondary academic major, see the appropriate department.

One preparing for General Elementary Supervision must complete all courses required in the program leading to a Graduate Intermediate or Early Childhood Education Certificate.

CR 500. Research in Education (Elementary Major)	3
AH 502. Organization and Administration of Secondary Schools.....	3
or AH 504. Organization and Administration of the Elementary School	
AH 505. Supervision of Instruction	3
AH 506. Curriculum Construction	3
AH 517. School Supervision	3
Psychology 503. Child Psychology	3
or Psychology 502. Psychology of Adolescence or Psychology 455. Advanced Educational Psychology	
EM 467. Correlating Curriculum and the Media Center	3
Academic major including academic research (Secondary Major)	33

Academic concentration (Elementary Major)	21-24
Electives	0-9

Supervisor of Student Teaching

A supervisor of student teaching must qualify for graduate certification as either an elementary or secondary teacher. The program must include AH 505, SE 515, and SE 516 or SE 576.

CR 500. Research in Education (Elementary Major)	3
AH 505. Supervision of Instruction	3
AH 506. Curriculum Construction	3
CR 456. Measurement and Assessment	3
SE 515. Organizing and Planning Student Teaching	3
SE 516. Supervision of Student Teaching	3
or SE 576. Internship for Supervising Teachers	
Psychology 455. Advanced Educational Psychology	3
Academic major including academic research (Secondary Major)	36
Academic concentration (Elementary Major)	21-24
Electives	0-12

School Librarian

Prerequisite: 27 hours in Library Science including EM 301, 302, 305, 306, 307, 470, and 473 and an undergraduate grade-point average of 2.75.

EM 466. Instructional Materials	3
or EM 475. Audiovisual Instruction	
AH 535. Philosophy of Education	3
AH 506. Curriculum Construction	3
Psychology 503. Child Psychology	3
or Psychology 502. Psychology of Adolescence	
EM 451. Literature of the Humanities	3
or EM 452. Literature of the Social Sciences and the Fine Arts	
or EM 453. Literature of Science and Technology	
EM 454. Literature for Young Adults	3
or EM 456. Critical History of Children's Literature	
EM 500. Research Methods in Librarianship	3
EM 503. Reading Interests and Guidance	3
EM 512. Use of Materials with Students and Teachers	3
EM 513. Problems and Trends in School Libraries	3
Electives—with thesis (6)	9
without thesis	18
Electives	0-15

Junior College Librarian

Prerequisites: EM 301, 302, 305, or equivalent, and an undergraduate grade-point average of 2.75.

AH 542.	Instruction Program of the Two-Year College	3
AH 544.	Seminar on the Two-Year College	3
EM 451.	Literature of the Humanities	3
EM 452.	Literature of the Social Sciences and the Fine Arts	3
EM 453.	Literature of Science and Technology	3
EM 473.	Cataloging and Classification	3
EM 500.	Research Methods in Librarianship	3
EM 504.	Advanced Reference and Bibliography	3
EM 505.	Advanced Cataloging and Classification	3
EM 510.	Organization and Administration of the Two-Year College Resource Center	3
Electives—	with thesis (6)	9
	without thesis	18
Electives	0-6

Elementary School Teachers

CR 500.	Research in Education	3
CE 546.	Elementary School Curriculum	3
	or AH 506. Curriculum Construction	
AH 547.	Social Foundations of Education	3
	or AH 535. Philosophy of Education	
CR 456.	Measurement and Assessment	3
CR 511.	Investigations in Reading	3
CE 513.	Teaching the Language Arts	3
Psychology 455.	Advanced Educational Psychology	3
	or Psychology 503. Child Psychology	
EM 467.	Correlating Curriculum and the Media Center	3
Mathematics 459.	Foundations of Arithmetic	3
Electives in academic fields (K-3), or	academic concentration (4-9)	18
Electives	3-9

Secondary School Teacher

Prerequisites: An undergraduate major in the teaching field; a North Carolina A Certificate or its equivalent in another state.

For required courses in the academic field, see the appropriate department.

CR 456.	Measurement and Assessment	3
AH 506.	Curriculum Construction	3

AH 547. Social Foundations of Education	3
or AH 535. Philosophy of Education	
Psychology 455. Advanced Educational Psychology	3
or Psychology 502. Psychology of Adolescence	
Academic major including academic research—	
With thesis (6)	33
Without thesis	36
Electives	0-6

Junior College Teacher

Prerequisites: An undergraduate major in the teaching field.

For required courses in the academic field, see the appropriate department.

AH 542. Instruction Program of the Two-Year College	3
AH 544. Seminar on the Two-Year College	3
or AH 545. Practicum in College Teaching	
or AH 574. Teaching Internship in the Two-Year College	
(Academic) 500. Bibliography and Research (if applicable)	3

Higher Education

CR 500. Research in Education	3
AH 501. Public School Administration	3
AH 552. Supervision of Instruction in the Two-Year College	3
AH 518. Public School Finance	3
AH 553. Planning the Community College	3
AH 560. School Law	3
Business Administration 516. Personnel Administration	3
AH 542. Instruction Program of the Two-Year College	3
AH 543. Organization and Administration of the Two-Year College	3
Psychology 455. Advanced Educational Psychology	3
CR 479. Group Methods and Processes	3
CR 541. Student Personnel Services	3
AH 574. Internship in the Two-Year College	3-9
Cognate areas plus electives	9-15
Total	54

Music Teacher and Music Supervisor

Prerequisites: An undergraduate major in music; a North Carolina A Certificate or its equivalent; music proficiency admission requirements.

All entering graduate music majors will demonstrate by examination their skills and abilities in music theory, music history and literature, performance music, and music education where it applies. Any deficiency noted may require courses or individual study in the area of the deficiency prior to admission to candidacy for the master's degree.

AH 547. Social Foundations of Education.....	3
or AH 535. Philosophy of Education	
CR 456. Measurement and Assessment.....	3
AH 506. Curriculum Construction	3
Psychology 455. Advanced Educational Psychology.....	3
or Psychology 503. Child Psychology	
or Psychology 502. Psychology of Adolescence	
Music 500. Bibliography and Research	3
529. Organization and Administration of School Music.	3
531. Seminar in Music.....	3
Music History and Literature.....	0-12
Music Theory.....	0-6
Applied Music	0-6
Advanced Conducting.....	0-3
Music 552. Graduate Ensemble	0
Music electives—	
With thesis (6)	Courses to complete 33
Without thesis.....	Courses to complete 39

Certified School Counselor

Prerequisites: An A certificate; screening requirements.

CR 478. Theory and Practice of Guidance	3
CR 479. Group Methods and Processes	3
CR 460. Educational Statistics.....	3
CR 514. Psychological and Educational Testing.....	3
(Prerequisite: CR 460 or equivalent)	
CR 500. Research in Education	3
(Prerequisites: CR 460 and CR 514)	
CR 520. Occupational and Educational Information.....	3
CR 523. Organization and Administration of Guidance Services	3
CR 522. Counseling Theory and Techniques.....	3
(Prerequisite: CR 478)	
CR 538. Supervised Practicum in Counseling.....	6
AH 535. Philosophy of Education.....	3
Electives, including 2 senior-graduate courses in sociology	12

Student Personnel Worker

(Junior College Counselor—Noncertificate Program)

CR 541.	Student Personnel Services	3
CR 460.	Educational Statistics.....	3
CR 514.	Psychological and Educational Testing.....	3
	(Prerequisite: CR 460 or equivalent)	
CR 500.	Research in Education	3
	(Prerequisites: CR 460 and CR 514)	
CR 479.	Group Methods and Processes	3
CR 520.	Occupational and Educational Information.....	3
CR 522.	Counseling Theory and Techniques.....	3
	(Prerequisite: CR 478)	
CR 538.	Supervised Practicum in Counseling.....	3
CR 580.	Internship in Student Personnel Services.....	3
AH 542.	Community/Junior College	3
	or AH 543. Organization and Administration of the Community/Junior College	
Elected academic minor and electives.....		24

Agency Counselor

(Noncertificate Program)

CR 524.	Seminar in Guidance.....	3
CR 460.	Educational Statistics.....	3
CR 514.	Psychological and Educational Testing.....	3
	(Prerequisite: CR 460 or equivalent)	
CR 500.	Research in Education	3
	(Prerequisites: CR 460 and CR 514)	
CR 479.	Group Methods and Processes	3
CR 520.	Occupational and Educational Information.....	3
CR 522.	Counseling Theory and Techniques.....	3
	(Prerequisite: CR 478)	
CR 538.	Supervised Practicum in Counseling	3-6
Elected academic minor and electives		27-30

Reading Specialization

A graduate student who plans to pursue the curriculum for the Reading Specialist in Elementary or Secondary Schools must have had basic preparation in the foundation of reading instruction and reading in the elementary or secondary school.

Reading Specialist in the Elementary School

CR 500. Research in Education	3
AH 547. Social Foundations of Education.....	3
or AH 535. Philosophy of Education	
CR 456. Measurement and Assessment	3
or CR 514. Psychological and Educational Testing	
or Psychology 526. Psychological Assessment I	
AH 506. Curriculum Construction	3
or CE 546. Elementary School Curriculum	
Psychology 455. Advanced Educational Psychology.....	3
or Psychology 503. Child Psychology	
CR 561. Evaluation and Assessment in Reading	3
CR 472-473. Diagnostic and Remedial Reading	3, 3, or 6
CR 508. Clinical Problems in Reading.....	3
Nine hours from among:	
CR 558. Teaching of Reading.....	3
CR 511. Investigations in Reading.....	3
CR 548. Independent Study	3
CR 551. Field Experience in Teaching Reading.....	3-9
Academic concentration or concentration in reading instruction	
.....	18

Reading Specialist in Secondary School

AH 547. Social Foundations of Education.....	3
or AH 535. Philosophy of Education	
AH 506. Curriculum Construction	3
Psychology 455. Advanced Educational Psychology.....	3
or Psychology 502. Psychology	
of Adolescence	
CR 561. Evaluation and Assessment in Reading	3
CR 472. Diagnostic and Remedial Reading.....	3
Nine hours from among:	
CR 473. Diagnostic and Remedial Reading.....	3
CR 558. Teaching of Reading.....	3
CR 508. Clinical Problems in Reading.....	3
CR 511. Investigations in Reading.....	3
CR 548. Independent Study	3
CR 551. Field Experience in Teaching Reading.....	3-9
Academic major, including Academic Research 500, or con-	
centration in reading instruction, including CR 500.....	27

Special Education: Mental Retardation

Prerequisite: CE 320.

CR 500. Research in Education	3
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CE 572. Internship in Special Education 9-15

The remainder of the courses for this program are to be selected in consultation with an advisor to meet the individual needs of the student.

Speech Pathology

Prerequisite: North Carolina A Certificate or equivalent.

CR 500. Research in Education	3
Speech 550. Research and Thesis	6
Courses prescribed by advisor—With thesis	36
—Without thesis	45

Master of Arts Degree

The *academic* Master of Arts degree is offered with majors in English, geography, history, mathematics, political science, and psychology. The requirements for this degree are essentially the same as those for the Master of Arts degree for teachers, with the following exceptions:

- (1) A thesis is required.
- (2) A reading knowledge of a foreign language, normally French or German, is required. (Candidates for the M.A. degree in mathematics have the option of selecting as an alternate to the foreign language requirement demonstrating proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics. Candidates for the M.A. degree in political science may substitute computer science for the foreign language requirement.)
- (3) The oral defense of the thesis may not be substituted for the required comprehensive examination.
- (4) No courses in professional education may be included in the degree program.

English

Prerequisite: Undergraduate major in English.

ENGLISH 500. Bibliography and Research	3
550. Thesis	6
Electives in English	27-36
Electives in allied disciplines	0-9
Total	45

Geography

Prerequisite: Undergraduate major in geography.

GEOGRAPHY 500. Bibliography and Research.....	3
520. Urban Analysis	3
523. Geographic Aspects of World Affairs	3
550. Thesis	6
Approved electives in geography and geology	18
Related minor.....	12
Total	45

History

Prerequisite: Undergraduate major in history.

HISTORY	
524. European Historiography.....	3
or History 512. American Historiography	
500. Bibliography and Research	3
540. Seminar.....	3
550. Thesis	6
Approved electives in history.....	18
Related minor.....	9
Elective in humanities.....	3
Total	45

Mathematics

Prerequisite: Undergraduate major in mathematics.

MATHEMATICS 550. Thesis	6
Approved electives in mathematics	39
Total	45

Political Science

Prerequisite: Undergraduate major in political science.

POLITICAL SCIENCE 500. Bibliography and Research	3
501. Readings and Research in Political Behavior	3
550. Thesis.....	6
Electives in political science	24-30
Electives in allied disciplines	0-9
Total	45

Psychology (General-Theoretical)

Prerequisite: Undergraduate major or minor in psychology.

PSYCHOLOGY	
500. Research Problems	3

534. Advanced Statistics	3
457. Physiological Psychology	3
458. History and Systems of Psychol- ogy I	3
550. Thesis	6
Approved electives in psychology	18
Minor (sociology, physical or biological sciences)	9
Total	45

Clinical Psychology

Prerequisite: Undergraduate major or minor in psychology.

Two years are required to complete this program.

CORE COURSES

PSYCHOLOGY

500. Research Problems (3 quarters)	1,1,1
457. Physiological Psychology	3
528. Theories of Learning	3
534. Advanced Statistics	3
550. Thesis	9
Electives in psychology	9

CLINICAL COURSES

PSYCHOLOGY

512. Psychology of the Emotionally and Socially Maladjusted	3
526. Psychological Assessment I	3
535. Advanced Abnormal Psychology	3
536. Theories of Psychotherapy	3
551, 552, 553. Clinical Practicum I	1,1,1
544. Clinical Practicum II	3
555. Advanced Developmental Psychology	3
556. Experimental Analysis of Mental Defects. ...	3
557. Clinical Psychology	1
558. Projective Techniques	3
559. Advanced Psychology Assessment	3
560, 561. Internship (6,6)	12
Total	70

Master of Science Degree

The Master of Science degree is offered with majors in chemistry and biology. Requirements for this degree, essentially the same as for the academic Master of Arts degree, include:

- (1) A thesis.
- (2) A reading knowledge of German, French, or Russian.

- (3) An orientation examination during the first two weeks of the program.
- (4) A comprehensive examination.
- (5) An oral defense of the thesis.

Chemistry

Prerequisite: Undergraduate major in chemistry.

CHEMISTRY 450. Qualitative Organic Analysis (or equivalent).....	4
504. Chemical Bond Theories.....	3
506. Organic Reaction Mechanisms	3
510. Chemical Thermodynamics.....	3
513. Optical Methods of Chemical Anal- ysis	4
or CHEMISTRY 514. Electrical Methods	
530. Advanced Inorganic Chemistry.....	3
550. Research and Thesis.....	6
Approved electives in chemistry, physics, and mathematics	19
Total	45

(Candidates who completed Chem. 450 as undergraduates select an additional 4 quarter hours of electives in chemistry.)

Biology

Prerequisite: Undergraduate major in biology.

BIOLOGY 454. Genetics.....	3
455. Plant Physiology.....	4
500. Bibliography and Research.....	3
501. Advanced Animal Ecology.....	3
503. Bacteriology of Food, Water, Milk, Sewage ..	3
505. Animal Physiology I.....	3
506. Animal Physiology II	3
514. Plant Anatomy and Morphology	3
550. Research and Thesis	6
Approved electives in biology, chemistry, and geology	14
Total	45

Second Master's Degree

A student holding a master's degree may earn a second master's degree in another discipline. For admission to a second master's degree, the student files an application and submits transcripts and score reports on the appropriate examinations. He files an application for candidacy during the first quarter and takes a comprehen-

sive examination near the close of the last quarter of the program. He plans his program of 45 quarter hours with his advisor and may or may not include a thesis for 6 hours of credit. If he includes a thesis, at least 39 quarter hours of the work must be completed at Appalachian. If he does not write a thesis, he may include up to 12 quarter hours of graduate work not more than six years old from another approved graduate school or 12 quarter hours of extension work completed through Appalachian. One may meet residence requirements in 24 weeks.

Sixth-Year Program for School Administrators

The College of Education offers sixth-year programs for the preparation of school administrators. Patterns of study are available which prepare students successfully completing the programs to qualify for Advanced Certificates as superintendents, assistant superintendents, or principals. All credits applicable in this program must be earned in residence at Appalachian except that up to 9 quarter hours completed in residence at a graduate school approved to offer similar programs may be transferred if earned within six years of the date on which the program is completed. Thirty-six weeks of residence are required. Details concerning these programs may be secured from the Dean of the College of Education, Duncan Hall, or the Dean of the Graduate School.

Certificate of Advanced Study

One who holds a master's degree and wishes to extend his knowledge in the area of his degree or achieve breadth in related disciplines may apply for admission to advanced study and plan a program to include 45 quarter hours, up to 12 hours of which may be completed at another approved graduate school or in Appalachian's extension program. A minimum of 24 weeks of residence is required. He submits acceptable scores from the MAT and the NTE or the GRE, files an application for admission to candidacy during the first quarter, and takes a comprehensive examination near the close of the last quarter of his program. One completing the program may apply for a University Certificate of Advanced Study to be awarded at commencement. Whether the University Certificate of Advanced Study will qualify teachers for salary increments in their respective states will depend on the programs completed and the salary policies followed by the school systems.

The Specialist's Degree

The specialist's degree is intermediate between the master's and the doctor's degrees. Three Specialist in Education and one Specialist in Science degree programs have been approved.

To get into one of these programs, a student must have a master's degree from an approved institution and satisfy admission require-

ments of the Graduate School. Regulations and procedures governing the master's degrees also apply to the specialist's degree. Twelve quarter hours taken beyond the master's degree at an approved institution may be transferred. Course requirements range from 45 to 54 quarter hours of graduate work beyond the master's degree, and 36 weeks of residence are required.

Specialist in Education (Ed.S.) programs are offered in three fields: (1) educational leadership, (2) elementary education, and (3) higher education. The Specialist in Science (Spec. Sc.) is offered in biological sciences.

The program in educational leadership prepares one in school administration, supervision, or curriculum. The program in elementary education prepares one to teach in the primary school (K-3) or the intermediate school (4-9). The program in science provides for preparation for teaching in a public school or in a college. A program in education is flexible. One may include in it a minimum of 18 additional hours in the teaching field, or reading, or guidance and counseling, or educational media provided the program is based on and related to the major at the master's level.

Interested students are requested to write to the Dean of the Graduate School for further information and application forms.

Field-Based Master's Degree

A limited number of M.A. candidates in educational fields are admitted to "field-based" programs in which up to 18 quarter hours of appropriate graduate work may be transferred from other approved graduate schools, and no limitation is placed on the number of credits earned in extension through Appalachian. Designed primarily for year-round employees in education, the program provides opportunity for full-time education personnel to update their credentials through in-service training. For full details, please request information from the Dean of the Graduate School. (This program is not available to candidates for the C.A.S. and the Ed.S.)

Course Numbering

Graduate students may be admitted to courses designated 450 to 499 if they did not take them as undergraduate students. No more than five such courses may be included in a thesis program and, normally, no more than six in a program that does not include a thesis. Occasionally, a graduate student may be permitted to include in his program courses with numbers between 300 and 450 provided the courses are approved by his committee and the department chairman and a special form is filled out and signed at the time the student registers for each course. (Courses required for the

North Carolina A Certificate may not be approved for graduate credit.) Courses designated 500 and above are limited to graduate students only.

Language Requirements

Candidates for the Master of Arts degree in English, geography, history, mathematics, political science, or psychology and for the Master of Science degree in biology or chemistry will be expected to demonstrate by examination a reading knowledge of a modern foreign language, usually French or German. A language other than one normally required may be substituted with the approval of the student's advisor and the Dean of the Graduate School. (Computer science, statistics, or another academic area, subject to the approval of the graduate committee in mathematics, may be substituted by candidates in mathematics; computer science may be substituted by candidates in political science.) Two years of successful college study in a language will meet the requirement. One who has not completed two years of college credit in a language must take a language examination.

The student should apply for the language examination directly to the chairman of the Department of Foreign Languages not later than three weeks before the date the examination is scheduled. The chairman of the Department of Foreign Languages, after reviewing the student's examination paper, will submit to the Dean of the Graduate School a report of the student's performance. The Dean of the Graduate School will inform the student and his advisor by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before he is permitted to file an application for a master's degree.

Application for the Degree

The graduate student must file with the Dean of the Graduate School an application for the master's degree, the specialist's degree, or the Certificate of Advanced Study the first week of his final registration period. The application form may be secured from the Graduate Office. If he has qualified to apply for a certificate to teach in North Carolina, the candidate may also file an application for a certificate. This form, too, may be secured from the Graduate Office.

Commencement

Candidates for graduate degrees and Certificates of Advanced Study are expected to be present at any commencement to receive the degree in person unless excused in writing by the Dean of the Graduate School.

Academic Regulations

Registration

Graduate students register at the time specified on the university calendar. Initial registration is contingent upon the receipt and approval of transcripts of all work completed in other institutions and a report of acceptable scores for the Miller Analogies Test. Registration material is provided by the Office of the Registrar. A fee will be charged for late registration. See Special Fees.

Full-Time Resident Student

For full-time resident credit a student must be registered for a minimum of 12 quarter hours (6 in a summer term) unless he is a graduate teaching fellow or assistant. Graduate students may not register for more than 16 hours a quarter or 10 for a summer term.

Auditors

Regular fees are charged for auditing. A student may register as an auditor for a course with the consent of the instructor and the Dean of the Graduate School. Classes audited shall count as part of the student's load, but he will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance but may not participate in class discussions unless he is invited to do so. He is not required to take tests and examinations. An auditor who finds it necessary to discontinue his class attendance should formally drop the course.

Auditors may not register for research courses, seminars, practicums, and workshops.

Unclassified Graduate Students

A student doing graduate work but who has not applied for admission to Graduate School and who is not working on a definite program of graduate study leading to a graduate degree or a Certificate of Advanced Study has no assurance he may be able later to count such work as fulfilling course requirements for the degree.

Employed Students

Public school personnel employed on a full-time basis may not take more than 9 quarter hours from September 1 to June 1. A full-time university instructor may not take more than 3 quarter hours during one registration period.

Foreign Students

Foreign students are encouraged to apply for admission to master's degree programs starting in September rather than at the beginning of the winter or spring quarter. Applications should be received in the Office of the Dean of the Graduate School by April 1 and all supporting documents and credentials by May 15. Applicants whose native language is not English should arrange to take *Test of English as a Foreign Language* in October in order for the university to receive the score by April 1. A foreign student whose native language is not English should request that a report of his score be sent *before* he asks for application forms, for application forms are sent only to foreign students with a score of 500 or higher on *Test of English as a Foreign Language*.

Appalachian State University has no scholarship program for the support of foreign students. Even out-of-state fees may not be waived. After a foreign student has studied at Appalachian State University for one quarter, he may apply for a graduate assistantship. If he is awarded an assistantship, out-of-state fees will be waived while he is an assistant.

The foreign student must submit a Confidential Statement on Finances before his application for admission to Graduate School will be considered. All foreign students must have health insurance before they can be admitted.

Foreign students enrolled in other colleges and universities in the United States will not be admitted to Appalachian until they have completed, or are about to complete, study leading to a degree in the college or university they are attending.

Unmarried foreign students live in university residence halls and may take their meals at the university cafeteria. Expenses for one academic year (9 months) for the foreign student are approximately \$3000.

Class Attendance

Attendance by all graduate students must be regular. Responsibility for class attendance rests with the student. In all cases work missed through absence must be made up, but permission to make up work is not automatic and is given at the discretion of the instructor. Excuses for absence from class meetings are granted by the instructor and at his discretion. A student whose attendance in classes is unsatisfactory to his instructor, his advisor, or the Dean of the Graduate School may be excluded from a course, a final examination, or a graduate program.

Student Responsibility

The graduate student is entrusted with the responsibility for his own progress. He keeps an up-to-date record of the courses he has taken in his proposed program and checks periodically with his advisor. Responsibility for errors in his program or in interpretation of regulations rests entirely with the student.

Adding and Dropping Courses

A course may be added or dropped without penalty, with the approval of the student's advisor, prior to the last day of the registration period. A course may be changed from *Audit* to *Credit* prior to the last day of the registration period but not afterwards. A course may be dropped with a grade of *W* (withdrawn) prior to the fifth week of classes in a quarter or the middle of the third week in a summer term with the approval of the instructor and the student's advisor. After that date a grade of *F* is assigned, unless an exception is granted by the Dean of the Graduate School, in which case a grade of *W* is assigned.

Withdrawal

Requests for complete withdrawal from graduate school must be made by letter to the Dean of the Graduate School. A student who has completely withdrawn from a graduate program may not resume his studies unless he has been formally readmitted. Students who withdraw without approval receive grades of *F*.

Suspension and Dismissal

Appalachian reserves the right to exclude at any time a graduate student whose conduct is deemed improper or prejudicial to the best interest of the university.

A graduate student who fails to maintain grades of at least *B* in the courses for which he is registered in any term may not be permitted to re-register as a candidate for the master's degree. However, a student may petition the Dean of the Graduate School for consideration in extenuating circumstances which may constitute a justifiable exception to this regulation. If the Dean of the Graduate School approves, the student may be permitted to register at his own risk for an additional quarter.

Grades

In the Graduate School, the grades *A*, *B*, *C*, *F*, and *I* are used to report the quality of credit. *A* is superior graduate accomplishment, *B* is average graduate accomplishment, *C* is below average but pass-

ing, and *F* is a failing grade. A grade of *I* is reported for a student who has not completed the quantitative requirements of a course. Graduate credit accepted in fulfillment of the requirements for a graduate degree or a Certificate of Advanced Study shall average not lower than *B*, and no credit toward the degree shall be granted for a grade below *C*. Course work reported "Incomplete" must be completed within a year of the official ending of the course. A graduate student is permitted to repeat not more than one course to improve his grade. A grade of *F* is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Dean of the Graduate School.

Changing Grades

Once an instructor has reported a grade to the Registrar, it cannot be changed except in case of error in reporting or recording. Any change made must also be reported to the Dean of the Graduate School.

Changing Majors

A student who has been approved by one department but who wishes to change to another must have the approval of the Dean of the Graduate School and of the department into which he proposes to transfer before the change may be made. In addition, the chairman of the department from which the student wishes to transfer must certify that the student is eligible to continue as a degree candidate in that department.

Examinations

In addition to the Miller Analogies Test and the National Teacher Examinations Common and Area or the Graduate Record Examination Aptitude and Advanced, which are required by all departments, qualifying examinations are administered by several departments to determine the student's qualifications for graduate study. In addition, all departments require comprehensive examinations in the major near the termination of the graduate program. These examinations may be written, oral, or a combination of the two. Composition of committees for comprehensive examinations is determined by the chairman of the major department. Each examining committee must have at least three graduate faculty members from the major department and committees of students planning to certify for secondary teaching must include also one graduate faculty member from the Department of Secondary Education. It is the responsibility of the degree candidate to arrange with his department chairman a date for the comprehensive examination, which may not be taken before the student has been admitted to candidacy or completed at least two-thirds of his course work.

Oral examinations are required of all students presenting thesis or research projects. Thesis committees are composed of at least three graduate faculty members from the major department. At the discretion of the department, the oral examination on the thesis may be substituted for the comprehensive examination.

Library Carrels

Library carrels are available to graduate students who are working on thesis and special research projects. Applications for carrels are made on a quarterly basis to the Librarian.

Credit by Examination

Upon the recommendation of a graduate student's committee and with the approval of the chairman of the department in which it is listed, a course numbered 450-499 may be challenged by examination for graduate credit. Courses numbered 500 and above may not be challenged by examination. Grades are not recorded for credit earned by examination.

Individual Study

After a graduate student has been admitted to degree candidacy, he may arrange to take courses numbered above 449 on an individual basis provided his advisor, the chairman of the department in which the course is offered, and the instructor all agree. Appropriate forms for requesting permission to take a course by individual study are furnished by department chairmen.

Independent Study

With the approval of the instructor, the department chairman, the dean of the college, and the Dean of the Graduate School, a graduate student who has been admitted to candidacy may register for independent study in his major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. As much as 6 quarter hours of independent study may be applied toward a graduate degree.

Transfer Credit

A student enrolled in a degree program in which a thesis is not required may normally be permitted to transfer from another graduate school up to 12 quarter hours (8 semester hours) of appropriate graduate credit provided grades earned are at least *B* and provided the credit will not be more than six years old at the time the degree or the Advanced Certificate is awarded. A student in a thesis program may be permitted to transfer up to 6 quarter hours of appropriate resident work completed in another approved gradu-

ate school. Students wanting to transfer more than 12 quarter hours may appeal to the Dean of the Graduate School.

Extension

As a service to the people of Piedmont and western North Carolina, Appalachian conducts off-campus classes. As far as possible, these classes are planned around extension centers so that adequate equipment, supplies, and materials for collateral reading may be provided. These classes usually meet for a period of three hours per week for a quarter. They are taught by members of the regular faculty or by persons appointed especially for this service.

The cost of extension classes, including tuition and fees is \$12.00 per quarter hour. A student registering at Appalachian for the first time must pay an additional fee of \$10.00.

For graduate students who register for extension work, up to 12 quarter hours of graduate credit may be counted toward the master's degree. Extension work applied toward the master's degree will not reduce the minimum residence requirement of 36 weeks. One may transfer some credit from another graduate school and complete some extension credit, but the combined total may not exceed 12 quarter hours. Correspondence courses are not accepted for graduate credit.

SATURDAY, LATE AFTERNOON, AND EVENING CLASSES

Appalachian also schedules Saturday, late afternoon, and evening graduate courses on campus during the fall, winter, spring, and summer quarters. By attending a Saturday or evening class during any one quarter, the graduate student may earn 3 hours of graduate credit. Six weeks of residence is recognized for 6 hours of graduate credit for Saturday classes. As much as 18 quarter hours of credit earned in Saturday classes may be applied toward a graduate degree. The cost of Saturday work, including tuition and fees, is \$10.00 per quarter hour for in-state students and \$15.00 per quarter hour for out-of-state students. Books and supplies cost approximately \$15.00. A student registering for the first time must pay a registration fee of \$10.00.

Internship

In addition to internships in junior college teaching, qualified applicants may serve internships in school administration and in supervision of student teaching. To be eligible for an internship an applicant must:

1. Hold a valid North Carolina *A* Certificate or better.
2. Have successfully completed three or more years of teaching with at least one year in the school system in which he plans to do his internship.
3. Have the recommendation of his principal and/or superintendent.
4. Have been admitted to candidacy for or hold the master's degree.

The following administrative policy governs internships.

1. An applicant for an internship must be working within a reasonable distance of the university.
2. The number of registrants for AH 575 and SE 576 is limited.
3. The intern must work under a fully certified supervisor.
4. The supervisor must express a willingness to supervise the work and provide the experiences necessary for the intern.

An internship in the supervision of student teachers is available to supervising teachers who have successfully supervised at least one student teacher during the past two years. The program, designed to permit teachers to participate while regularly employed in a school system, carries 3 hours of credit during the quarter. Further details of this program may be secured from the Office of Field Experiences.

Election of Graduate Courses by Seniors

Provided he is otherwise qualified for admission to graduate study, a senior at Appalachian State University who is within 12 quarter hours of graduation besides student teaching may apply to the Dean of the Graduate School for permission to carry up to 12 quarter hours of graduate course work while completing the baccalaureate degree. Such a student may not register for more than 16 quarter hours for a regular quarter nor 10 quarter hours for a summer term. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, be applied toward a master's degree.

A senior who wishes to enroll in a graduate course as an elective for undergraduate credit requirements for a major for the baccalaureate degree may apply to the chairman of his department and the Dean of the Graduate School to do so. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

The Register





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Mr. Roby Triplett..... Manager of the University Bookstore

Development

Mr. Lee Adams Director of Public Affairs
Mr. Lewis Gaston Director of the News Bureau
Dr. Robert Randall..... Director of Placement
Mr. Fred T. Robinette..... Director of Alumni Affairs

The Faculty

Department of Accounting

Larry Rex Trussell (1971)..... Associate Professor
and Chairman
A.B., M.S., Fort Hays Kansas State College; Ph.D., University of Arkansas.

Albert L. Craven (1972) Professor
B.A., Louisiana College; M.B.A., University of Mississippi; Ph.D., University of
Alabama.

Stanley Austin Harris, Jr., (1965)..... Assistant Professor
B.S., Appalachian State University; M.B.A., New York University.

James Frederick Jones (1956)..... Associate Professor
A.B., Elon College; M.A., East Carolina University.

Kyle Chester Jones (1971) Instructor
B.A., East Carolina University; M.A., Appalachian State University.

Raymond Leigh Larson (1972)..... Associate Professor
B.A., M.B.A., Washington State University; D.B.A., University of Oregon.

Carl John Messere (1962)..... Assistant Professor
and Assistant Dean of the College of Business
B.S., M.A., Appalachian State University.

Charles Caudill Speer (1970) Instructor
B.S., M.B.A., East Tennessee State University.

Department of Administration, Supervision and Higher Education

- Nathaniel Hawthorne Shope (1966) Professor and Chairman
A.B., Otterbein College; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Warren G. Anderson (1967) Associate Professor and Principal of Hardin Park Elementary School
A.B., University of Richmond; M.Ed., D.Ed., University of North Carolina at Chapel Hill.
- Roy Russell Blanton, Jr. (1948) Professor and Director of Extension
B.S., M.A., Appalachian State University; Ed.D., Indiana University.
- Leland Ross Cooper (1967) Professor
B.S., Clemson University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Florida.
- Spencer E. Durante (1971) Associate Professor
B.S., Shaw University; M.S., Ed.D., University of Pennsylvania.
- Sandra Gruetter (1972) Instructor
B.A., University of South Florida; M.A., Ed.S., Appalachian State University.
- James Braxton Harris (1958) Professor and Vice Chancellor for Student Affairs
A.B., Lenoir Rhyne College; M.A., Appalachian State University; Ed.D., Indiana University.
- Alvin Ray Hooks (1970) Associate Professor
B.S., M.A., Appalachian State University; Ph.D., University of Michigan.
- Ben Haskell Horton (1950) Professor and Dean of the College of Education
B.S., M.A., Appalachian State University; Ed.D., Florida State University.
- James W. Jackson (1970) Associate Professor, Assistant to the Chancellor, Dean of Educational Innovation and Change, Dean of the College of Continuing Education and Director of Summer School
B.A., M.A., University of Florida; Ph.D., University of Miami.
- Marshall Watson McLeod (1971) Assistant Professor
A.B., Pfeiffer College; M.A., Appalachian State University; Ed.S., Ed.D., University of Florida.
- Robert Lee Randall (1960) Professor and Director of Placement
B.S., East Tennessee State University; M.A., University of North Carolina at Chapel Hill; C.A.S., Ed.D., Harvard University.
- John S. Reynolds (1972) Associate Professor
B.A., University of Akron; M.A., Appalachian State University; Ed.D., University of Tennessee.

Nollie Wilbourne Shelton (1959) Professor
B.S., College of William and Mary; M.A., University of North Carolina at Chapel Hill.

Guy Timothy Swain (1972) Associate Professor
B.S., High Point College; M.A., Appalachian State University; Ed.D., Duke University.

Herbert W. Wey (1969) Professor
and Chancellor of the University
B.S., M.A., Indiana State University; Ed.D., Indiana University.

Department of Art

Lawrence Fielding Edwards (1966) Associate Professor
and Chairman
B.A., University of Southern Mississippi; M.F.A., University of Mississippi.

Dean Mason Aydelott (1971) Assistant Professor
B.F.A., University of Florida; M.F.A., University of Nebraska.

Harold Wilmer Carrin (1970) Associate Professor
B.M.Ed., M.S., Florida State University; Ed.D., Arizona State University.

Warren Cameron Dennis (1965) Associate Professor
B.A., University of Southern Mississippi; M.F.A., University of Mississippi.

William Ralph Dunlap (1970) Assistant Professor
B.S., Mississippi College; M.F.A., University of Mississippi.

Lorraine Force (1968) Professor
B.S., Southwest Missouri State; M.Ed., University of Miami; Ph.D., Florida State University.

Noyes Capehart Long (1969) Associate Professor
B.F.A., Auburn University; M.A., University of Missouri.

Henry Gaston Michaux (1972) Associate Professor
B.F.A., Texas Southern University; M.Ed., D.Ed., The Pennsylvania State University.

Margaret Ruth Polson (1971) Assistant Professor
B.F.A., M.S., Cornell University; M.F.A., State University of Iowa.

Sherry Edwards Waterworth (1970) Instructor
B.S., Towson State College; M.F.A., Ohio University.

Department of Biology

Finnis Ray Derrick (1946) Professor and Chairman
B.S., M.S., Ph.D., University of South Carolina.

John James Bond (1971) Assistant Professor
B.A., Centre College; M.S., East Tennessee State University; Ph.D., North Carolina State University.

Irvin Watson Carpenter, Jr. (1953) Professor
B.S., M.S., Ph.D., Purdue University.

William C. Dewel (1972) Assistant Professor
B.A., State University of Iowa; M.A., Wesleyan University; Ph.D., University of Houston.

Sandra Jean Glover (1969) Assistant Professor
B.S., Northwestern State University of Louisiana; M.Ed., Ph.D., University of Georgia.

Edgar D. Greene, Jr. (1971) Assistant Professor
B.S., M.A., Appalachian State University; Ph.D., Florida State University.

Frank Alfred Helseth (1968) Assistant Professor
B.S., Appalachian State University; M.S., Ph.D., University of Georgia.

Vaughan Tyrone Hendrix (1971) Instructor
B.S., A & T College of North Carolina; M.S., Virginia State College.

Richard Nelson Henson (1970) Assistant Professor
B.S., Lamar State College of Technology; M.S., Ph.D., Texas A & M University.

William Ralph Hubbard (1969) Associate Professor
B.S., M.A., Appalachian State University; Ph.D., University of North Carolina at Chapel Hill.

Homer Howard Hurley (1965) Associate Professor
B.S., North Carolina State University; M.Ed., University of North Carolina at Chapel Hill; Ph.D., George Washington University.

Francis Montaldi (1970) Assistant Professor
B.S., M.A., Appalachian State University; Ed.D., University of Georgia.

John Frank Randall (1957) Professor
A.B., University of North Carolina at Chapel Hill; M.S., University of Michigan; Ph.D., University of South Carolina.

Kent Robinson (1956) Professor
B.S., M.A., Appalachian State University; Ph.D., Ohio State University.

Department of Business Administration

Shah Mahmoud (1971) Professor and Chairman
B.B.A., M.B.A., Toledo University; Ph.D., Columbia University.

Oscar Ramsey Aylor (1972) Assistant Professor
B.A., University of Virginia; M.S., University of Alabama.

Robert Lowes Brown (1972) Associate Professor
A.B., M.B.A., West Virginia University; Ph.D., University of Florida.

Frank McNutt Clamon, Jr. (1970) Instructor
B.S., Georgia Institute of Technology; M.S., University of Tennessee.

Gadsden Creighton Frampton, Jr. (1972) Assistant Professor
B.A., Presbyterian College; M.B.A., University of South Carolina.

Arthur Spears Gloster, II (1971) Associate
Professor and Director of the Computer Center
B.S., University of Chattanooga; M.S., Ed.S., University of Tennessee.

W. Robert Harkins (1972) Part-time Instructor
B.S., Virginia Polytechnic Institute; J.D., University of Tennessee, College of Law.

James Winslow Hathaway (1971) Assistant Professor
A.B., Dartmouth College.

William Edgar Loftin (1972) Assistant Professor
B.S., M.B.A., Northeast Louisiana University; Ph.D., Mississippi State University.

Ronald D. McCullagh (1972) Assistant Professor
B.S., M.S., University of North Dakota.

Stephen W. Millsaps (1972) Assistant Professor
B.S., North Carolina State University.

William V. Muse (1970) Professor and Dean
of the College of Business
B.S. Northwestern State; M.B.A., Ph.D., University of Arkansas.

Wallace Daniel Rountree (1972) Associate Professor
B.A., Duke University; M.A., University of North Carolina at Greensboro; Ph.D.,
Louisiana State University.

Richard E. Sorensen (1972) Assistant Professor
B.S., E.E., Polytechnic Institute of Brooklyn, M.B.A., Ph.D., New York University.

Ned Reeves Trivette (1957) Assistant Professor
and Vice Chancellor for Business Affairs
B.S., Appalachian State University; M.S., Florida State University.

Robert Holt West (1967) Associate Professor
A.B., Duke University; M.Ed., Temple University; J.D., University of Miami.

John Bernhardt Wilson (1970) Assistant Professor
B.A., Princeton University; B.D., Union Theological Seminary; M.B.A., Harvard
University.

Department of Business, Economic and Occupational Education

Orus Richard Sutton (1956) Professor and Chairman
B.S., Tennessee Technological University; M.A., Northwestern University; Ed.D.,
University of Tennessee.

Annie Mae Blackburn (1956) Assistant Professor
B.S., M.A., Appalachian State University.

Martha Grey Hawkinson (1955) Assistant Professor
B.A., B.S.S.A., Queens College; M.A., Appalachian State University.

Jane Margaret Riner (1956) Associate Professor
B.S., M.A., Appalachian State University.

Kathryn Croft Tully (1955). Associate Professor
A.B., Concord College; M.A., Teachers College, Columbia University.

Department of Chemistry

George Benjamin Miles (1961). Professor and Chairman
B.S., Ph.D., University of Tennessee.

Gelene Andrews Atwood (1956) Instructor
A.B., University of North Carolina at Greensboro; M.A., Appalachian State University.

Herbert Louis Bowkley (1965) Professor
B.S.C., University of Michigan; M.S., Missouri School of Mines; Ph.D., Pennsylvania State University.

May Evans Denton (1961). Associate Professor
B.S., Georgia State College for Women; M.S., Vanderbilt University.

James Edwin Johnson (1962) Professor
B.S., Emory and Henry College; M.S., Ph.D., Virginia Polytechnic Institute.

Donald P. Olander (1969). Assistant Professor
B.S., Washburn University; M.S., Ph.D., University of Nebraska.

Alfred Benjamin Overbay (1967). Instructor
B.S., M.A., Appalachian State University.

Thomas C. Rhyne (1972) Assistant Professor
B.S., M.A., Appalachian State University; Ph.D., Virginia Polytechnic Institute.

Donald Woodfin Sink (1968) Professor
A.B., Catawba College; Ph.D., University of South Carolina.

Robert Walter Soeder (1967) Professor
B.S., Ursinus College; M.S., Ph.D., University of Delaware.

Albert Benjamin Suttle, Jr. (1968). Instructor
B.S., United States Military Academy; M.S., Massachusetts Institute of Technology.

Department of Childhood Education

Grace Greene Lilly (1967) Assistant Professor
and Chairman
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill.

Nevin S. Alwine (1972) Associate Professor
and Director of the Office of Student Field Experiences
B.S., Grand Canyon College; M.A., Arizona State University; Ed.D., University of Northern Colorado.

- Bruce Bachelder (1971)..... Adjunct Assistant Professor
B.S., M.A., Ph.D., Michigan State University.
- Madeline Bradford (1964)..... Assistant Professor
B.S., M.A., Appalachian State University.
- Benjamin L. Brooks (1971)..... Associate Professor
B.S., M.A., Ph.D., University of New Mexico.
- Erin Kent Caldwell (1972) Instructor
B.A., Central Washington State College; M.S., Oregon College of Education.
- Beulah Catherine Campbell (1957) Associate Professor
A.B., M.A., Western Kentucky State University.
- Hewitt B. Clark (1972) Adjunct Assistant Professor
B.A., University of Alabama; M.A., Ph.D., University of Kansas.
- Mary Close-Thomas (1972)..... Assistant Professor
Diploma in Home Economics, Training College of Domestic Economy, Charlton-on-Medlock.
- Raymond James Hyer (1972) Associate Professor
B.A., Ed.M., Rutgers University; Ph.D., Florida State University.
- Robert Sommerville Jones (1971) Associate Professor
B.A., Wake Forest University; M.Ed., Ph.D., University of South Carolina.
- Joseph Pat Knight (1972) Assistant Professor
A.B., M.A., New Mexico State University; Ed.D., University of Northern Colorado.
- Lawrence A. Larsen (1971)..... Adjunct Assistant Professor
B.A., M.A., University of North Dakota; Ph.D., George Peabody College.
- Joyce V. Lawrence (1972)..... Associate Professor
B.A.E., M.E., Ed.D., University of Florida.
- William Dean Meredith (1962)..... Assistant Professor
A.B., Lynchburg College; M.Ed., University of Virginia.
- Charles Elizabeth Putnam (1967)..... Assistant Professor
B.S., Appalachian State University; M.A., George Peabody College for Teachers.
- Beatrix Blanton Ramey (1958)..... Assistant Professor
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill.
- John David Reid (1972)..... Instructor
B.S., Western Carolina University; M.A., Appalachian State University.
- Lee Francis Reynolds (1946) Professor
B.S., M.A., Ball State University; Ed.D., Indiana University.
- Fred Turner Robinette, Jr. (1971)..... Instructor and
Director of Alumni Affairs
B.S., M.A., Appalachian State University.

Richard Elliott Robinson (1969) Associate Professor
B.A., Catawba College; M.A., Appalachian State University; Ed.D., University of Tennessee.

Thomas Montgomery White (1972) Assistant Professor
B.Ed., B.B.A., University of Oregon; M.S.Ed., Oregon College of Education; Ed.D., Utah State University.

Richard Burton Wilson (1967) Assistant Professor
A.B., M.E., M.S., University of North Carolina at Chapel Hill.

Betty Jean Winford (1967) Associate Professor
B.S., Roanoke College; M.A., Columbia University; Ed.D., University of Virginia.

Larry W. Woodrow (1966) Associate Professor
B.S., Appalachian State University; M.A.T., Ed. D., University of North Carolina at Chapel Hill.

Department of Counselor Education and Reading

Lester L. Van Gilder (1972) Professor and Chairman
Ph.B., Marquette University; B.S., Georgetown University; M.Ed., Ed.D., Marquette University.

Gerald M. Bolick (1969) Associate Professor
and Associate Dean of the College of Education
B.S., M.S., North Carolina State University; Ed.D., Duke University.

Eris A. Dedmond (1968) Instructor
B.S., Western Carolina University; M.S., Florida State University.

Marjorie F. Farris (1970) Associate Professor
B.S., University of Miami; M.S., Kansas State College; Ed.D., University of Georgia.

James Edward Harrill (1961) Professor
A.B., Berea College; M.A., George Peabody College for Teachers; Ph.D., University of North Carolina at Chapel Hill.

Donna W. Helseth (1969) Instructor
B.S., Appalachian State University; M.Ed., University of Georgia.

William C. Hubbard (1972) Assistant Professor
B.Mus., M.Ed., University of Miami; M.S., Indiana University; Ed.D., University of Miami.

Isabel Fleming Jones (1953) Professor
B.S., M.Ed., Ed.D., University of Virginia.

John Mulgrew (1971) Assistant Professor
B.S., Fordham University; M.S., St. John's University; Ph.D., Florida State University.

Harry Gilmore Padgett (1967) Associate Professor
B.A., Furman University; B.D., Th.M., Southeastern Seminary; M.Ed., Ed.D., University of Georgia.

Uberto Price (1955) Professor
B.S., Eastern Kentucky State University; M.A., Western Kentucky State University.

David Thomas Robinson (1966) Professor
B.S., M.S., Ed.D., University of Tennessee.

Robert Terry Sack (1972) Assistant Professor
B.A., University of Michigan; M.A., Western Michigan University; Ph.D., Purdue University.

Charles David Smith (1968) Assistant Professor
and Registrar
B.A., William and Mary College; M.A., Appalachian State University.

Eucyle W. Spaulding (1972) Part-time Assistant Professor
B.A., University of Miami; M.A., Miami University.

Benjamin Franklin Strickland (1962) Professor
and Assistant Dean of the Graduate School
B.S., Wake Forest University; M.Ed., Ed.D., University of North Carolina at Chapel Hill.

Peggy S. Whittaker (1971) Instructor and
General College Advisor
B.S., M.A., Appalachian State University.

Department of Economics

Dean Arthur Dudley (1971) Professor and
Chairman and Holder of the Chair of Banking
B.S., M.B.A., Kent State University; Ph.D., The University of Washington.

John Hibbs Brashear (1967) Associate Professor
B.S., M.A., University of Florida.

John Paul Combs (1971) Assistant Professor
B.A., M.A., North Carolina State University.

Barry W. Elledge (1969) Associate Professor
B.S., Berea College; M.S., University of Massachusetts; Ph.D., North Carolina State University.

William Perry Field, Jr. (1972) Assistant Professor
B.A., Furman University; Ph.D., University of North Carolina at Chapel Hill.

Charles Jakie Haulk (1972) Assistant Professor
B.S., M.A., North Carolina State University; Ph.D., Duke University.

William Pierce Liles (1972) Assistant Professor
B.S., M.A., Ph.D., University of South Carolina.

Richard B. McKenzie (1972) Associate Professor
B.S., Pfeiffer College; M.A., University of Maryland; Ph.D., Virginia Polytechnic Institute.

Reginald Theodore Weber (1968) Professor
B.S., Louisiana State University; M.B.A., University of Maryland; Ph.D., New York University.

Department of Educational Media

Doris Walker Cox (1968) Professor and Chairman
A.B., Florida State College for Women; M.A., Ph.D., Florida State University.

Nancy Wagoner Bush (1972) Associate Professor
B.S., West Chester State College; M.S., Ph.D., Florida State University.

Verne Roger Gaither (1972) Assistant Professor
B.S., M.S., Illinois State University.

Ila Taylor Justice (1949) Associate Professor
A.B., Berea College; B.S. in L.S., M.S. in L.S., George Peabody College for Teachers.

Sandra Leftwich (1972) Assistant Professor
B.A., Vanderbilt University; M.A., University of Virginia.

Thomas Joe Liggett (1971) Instructor
A.B., University of Miami.

Robert B. McFarland (1961) Assistant Professor
B.S., M.A., Appalachian State University.

Lois Blake McGirt (1970) Assistant Professor
B.A., University of Richmond; B.S., M.S., University of North Carolina at Chapel Hill.

John Alfred Pritchett, Jr. (1956) Associate Professor
A.B., M.A., George Peabody College for Teachers.

Edward Horder Stoddard (1966) Assistant Professor
B.S., Troy State College; M.Mus.Ed., North Texas State University.

Department of English

Lloyd H. Hilton (1969) Professor and Chairman
B.A., Wayland College; M.A., Texas Technological University; Ph.D., University of Texas.

Ruby Lavelle Akers (1960) Associate Professor
A.B., Mary Hardin-Baylor College; M.A., Appalachian State University.

Bruce Michael Boyle (1968) Instructor
B.Ed., M.A., University of Miami.

Lucy Moore Brashear (1967) Associate Professor
A.B., M.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill.

Donna H. Campbell (1965) Instructor
B.S., M.A., Appalachian State University.

A. Ronald Coulthard (1968) Associate Professor
B.S., Concord College; M.A., Ph.D., Florida State University.

- Mary Montgomery Dunlap (1970) Assistant Professor
B.A., Converse College; M.A., Appalachian State University; Ph.D., University of South Carolina.
- Grace Toney Edwards (1967) Instructor
B.S., M.A., Appalachian State University.
- Daisy Williams Eggers (1954) Associate Professor
B.S., M.A., Appalachian State University.
- Donald Howe Frantz, Jr. (1970) Professor
B.A., M.A., Redlands University; Ph.D., University of Southern California.
- Mac Sherman Harris (1970) Assistant Professor
B.A., North Texas State University; M.A., Texas Technological University.
- Hans G. Heymann (1969) Professor
B.A., Friedrich Wilhelm College; M.A., Ph.D., University of Frankfurt.
- Maynard John Higby (1967) Associate Professor
B.S., Clemson University; M.A., Ph.D., University of South Carolina.
- Oscar Dile Holton, Jr. (1968) Associate Professor
B.A., Wayland College; M.A., Ph.D., Texas Technological University.
- Daniel F. Hurley (1969) Assistant Professor
B.A., The Sulpician Seminary of the Northwest; M.A., Louisiana State University.
- Leon Henry Lewis (1972) Assistant Professor
B.A., Oberlin College; M.A., University of Pennsylvania; Ph.D., State University of New York.
- Susan Horne Logan (1966) Professor
A.B., M.A., University of Georgia; Ph.D., Florida State University.
- John Pender MacBryde (1962) Associate Professor
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill.
- Betty Hodges McFarland (1962) Instructor
B.S., M.A., Appalachian State University.
- Thomas Andrew McGowan (1972) Instructor
B.A., University of Notre Dame; M.A., University of Virginia.
- Mary Rowena Moore (1967) Professor
B.S., Western Michigan College; M.S., Ed.D., Indiana University.
- Laurie Tully Reed (1966) Assistant Professor
A.B., M.A., University of North Carolina at Chapel Hill.
- Sam George Terry (1971) Associate Professor
B.A., Baylor University; Ph.D., Florida State University.
- John Eccles Trimpey (1968) Assistant Professor
B.A., Ball State University; M.A., University of Arkansas; Ph.D., Ohio University.
- Wilber Henry Ward III (1971) Assistant Professor
B.A., University of Alabama; M.A., Ph.D., University of Tennessee.

- Charles F. Waterworth (1969) Instructor
B.S., Towson State College; M.A., University of North Carolina at Chapel Hill.
- Jay A. Wentworth (1972) Assistant Professor
and Associate Dean of the General College
B.A., Ohio Wesleyan University; B.D., Chicago Theological Seminary; M.A., and
Ph.D., Northwestern University.
- John Foster West (1968) Associate Professor
A.B., M.A., University of North Carolina at Chapel Hill.
- Rogers Vance Whitener (1959) Associate Professor
B.S., Appalachian State University; M.A., University of Florida.
- Cratis Dearl Williams (1942) Professor
and Dean of the Graduate School
A.B., M.A., University of Kentucky; Ph.D., New York University.
- Hubertien Helen Williams (1970) Associate Professor
B.A., University of New Mexico; M.A., Ph.D., Bowling Green State University.
- Jerry Wayne Williamson (1970) Assistant Professor
B.A., Wayland College; M.A., Ph.D., University of Utah.

Department of Foreign Languages

- James Roy Prince (1960) Professor and Chairman
B.A., University of South Carolina; M.A., Ph.D., University of North Carolina.
- Jose Antonio Amaro (1967) Professor
B.S., Institute of Secondary Education; M.S., Kansas State Teachers College;
LL.D., Doctor of Pedagogy, Havana University.
- Carl Herbert Bredow (1964) Associate Professor
B.S., M.A., Columbia University.
- Ramon Diaz (1970) Professor
B.A.C., Oviedo; LIC., DR., FIL. y LET., University of Barcelona.
- Patricia Bonin Eargle (1969) Assistant Professor
B.A., University of Chattanooga; M.A., University of Georgia.
- William Morris Evans (1968) Assistant Professor
B.A., M.Ed., Ph.D., University of North Carolina at Chapel Hill.
- Jane Fuller Kauffman (1970) Assistant Professor
B.A., M.A., University of Alabama.
- Helen Elizabeth Latour (1971) Assistant Professor
A.B., Emmanuel College; M.A., Boston College; Ph.D., University of North
Carolina at Chapel Hill.
- Elton George Powell (1968) Assistant Professor
A.B., Florida Southern College; B.D., Emory University; M.A., Ph.D., University
of North Carolina at Chapel Hill.
- Tollie Curtis Ross, Jr. (1969) Assistant Professor
A.B., Wofford College; M.A., University of Georgia.

Department of Geography and Geology

- Fred Webb, Jr. (1968) Associate Professor and Chairman
A.B., Duke University; M.S., Ph.D., Virginia Polytechnic Institute.
- James O. Berkland (1972) Assistant Professor
A.B., University of California at Berkeley; M.S., San Jose State University.
- John Edward Callahan (1970) Assistant Professor
B.A., M.Ed., State University of New York; M.S., University of North Carolina at Chapel Hill.
- Terry Elmer Epperson, Jr. (1962) Professor
B.S., East Tennessee State University; M.S., University of Kentucky; Ph.D., University of Tennessee.
- Ole Gade (1970) Assistant Professor
B.A., M.S., Florida State University; Ph.D., Michigan State University.
- William Imperatore (1969) Associate Professor
B.S., Slippery Rock State College; M.A., Ed.D., University of Georgia.
- F. Kenneth McKinney (1968) Assistant Professor
B.S., Old Dominion College; M.S., Ph.D., University of North Carolina at Chapel Hill. (Leave of absence 1972-73 academic year)
- Leland L. Nicholls (1971) Assistant Professor and
Assistant to the Dean of the College of Arts and Sciences.
B.A., M.A., Colorado State College; Ph.D., University of Tennessee.
- Loren Arthur Raymond (1972) Instructor
B.S., M.S., San Jose State College; Ph.D., University of California at Davis.
- Robert Ellis Reiman (1963) Professor
and Dean of University Research Services
B.S., M.A., Ph.D., Florida State University.
- H. Daniel Stillwell (1971) Professor
B.S., M.F., Duke University; Ph.D., Michigan State University.
- Roger Andrew Winsor (1971) Instructor
B.S., Shippensburg State College; M.A., Arizona State University.
- Julian Clifton Yoder (1933) Professor
B.S., Appalachian State University; M.A., George Peabody College for Teachers;
Ph.D., University of North Carolina at Chapel Hill.

Department of Health, Physical Education and Recreation

- Lawrence Edward Horine (1968) Professor and Chairman
B.S., M.A., Ed.D., University of Colorado
- Evan H. Ashby (1970) Associate Professor
and Director of Medical Services
B.S., Randolph Macon College; M.D., University of Virginia School of Medicine.

- Joan Askew (1965) Assistant Professor
B.S., Auburn University; M.S., University of Tennessee.
- Russell Bergman (1972) Instructor
B.S., Louisiana State University; M.S., Eastern Illinois University.
- James A. Brakefield (1971) Associate Professor
B.A., Centre College; M.A., William & Mary College.
- William G. Buchanan (1971) Instructor
B.S., M.Ed., William & Mary College.
- Vaughn Kyle Christian (1971) Assistant Professor
B.A., M.A., George Peabody College; Ed.D., Louisiana State University.
- Viola Ann Clark (1972) Instructor
B.S., Madison College; M.Ed., University of Virginia.
- Judith Alta Clarke (1972) Associate Professor
B.S., Central Missouri State College; M.A., Colorado State College; Ph.D., University of Iowa.
- William Claude Clinebell (1971) Assistant Professor
B.Ed., M.Ed., University of Toledo.
- Fisher DeBerry (1971) Instructor
B.A., Wofford College; M.Ed., University of Pittsburgh.
- Eric Brooks DeGroat (1959) Associate Professor
B.S., Springfield College; M.A., New York University.
- Robert Wayne Edwards (1972) Assistant Professor
B.S., Wake Forest University; M.A., University of North Carolina at Chapel Hill;
Ed.D., George Peabody College for Teachers.
- Colette Sue Garrison (1970) Assistant Professor
B.S., Slippery Rock State College; M.Ed., The University of Akron.
- Antony Gray (1969) Instructor
B.S., M.A., Appalachian State University.
- Melvin H. Gruensfelder (1969) Assistant Professor
B.S., M.S., University of Illinois.
- Cleone Haynes Hodges (1938) Associate Professor
A.B., Louisiana State Normal College; M.S., Louisiana State University.
- Francis Lentz Hoover (1945) Professor
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill; Dir. P.E., D.P.E., Indiana University.
- Ronald West Kanoy (1966) Instructor
B.S., M.A., Appalachian State University.
- Jay T. Kearney (1971) Assistant Professor
B.S., State University of New York; M.A., Ph.D., University of Maryland.
- Edgar Ole Larson (1968) Professor
B.A., St. Olaf College; M.S., Washington State University; Ed.D., University of Oregon.

Robert George Light (1957) Assistant Professor
B.S., M.S., Washington University.

Charles E. McDaniel (1971) Associate Professor
B.S., M.S., Florida State University; Ph.D., Michigan State University.

Harry L. McDonald (1972) Associate Professor
B.S., M.A., Murray State University; Ph.D., Michigan State University.

Press Maravich (1972) Associate Professor
B.A., B.S., Davis and Elkins College; M.A., West Virginia University.

Carl G. Meeks (1958) Professor
B.S., East Tennessee State University; M.A., University of Mississippi; Ed.D.,
Columbia University.

Raymond Joseph Ochs (1972) Instructor
B.S., Northwest Missouri State College; M.S., Indiana State University.

Fergus Pope (1971) Associate Professor
B.A., Colgate University; M.B., B.S., University of London; M.R.C.S., The Royal
College.

William Leroy Steinbrecher (1970) Professor
A.B., B.S., Valparaiso University; M.S., Indiana University; Ed.D., Florida State
University.

Ellen Ball Thomas (1964) Instructor
B.S., Carson-Newman College; M.S., University of Tennessee.

Roger Evan Thomas (1950) Professor
B.S., M.Ed., Springfield College.

Rebecca McCotter Tomlinson (1960) Assistant Professor
B.S., Appalachian State University; M.A., George Peabody College for Teachers;
Dir. P.E., Indiana University.

Edward Thomas Turner (1968) Associate Professor
B.S., Pennsylvania State University; M.A., Ph.D., University of Maryland.

Robert Ward (1971) Instructor
B.S., M.A., Appalachian State University.

John H. Williams (1969) Assistant Professor
B.A., University of Denver; M.S., University of Washington; Ed.S., Bowling Green
State University; M.S. in Public Health, University of California at Berkeley.

Department of History

Roy Carroll (1969) Professor and Chairman
B.A., Ouachita Baptist University; M.A., Ph.D., Vanderbilt University.

George Peter Antone (1967) Associate Professor
A.B., Brown University; Ed.M., Rutgers University; Ph.D., Vanderbilt University.

Charles B. Blackburn (1969) Associate Professor
B.S., M.A., Ph.D., Ball State University.

- Hugh Lawrence Bond (1970) Associate Professor
B.A., Lambuth College; B.D., Duke University Divinity School; Ph.D., Duke University.
- Harold Joseph Counihan (1970) Assistant Professor
B.A., Florida Atlantic University; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Jefferson Max Dixon (1956) Professor
A.B., M.A., Emory University; Ph.D., George Peabody College for Teachers.
- Edwin Shull Dougherty (1938) Professor
B.S., Appalachian State University; M.A., George Peabody College for Teachers.
- Eugene Christopher Drozdowski (1961) Professor
B.A., Alfred University; M.A., Ph.D., Duke University.
- John O. Fish (1968) Associate Professor
A.B., Lambreth College; M.A., Memphis State University; Ph.D., University of Georgia.
- Lowell Clark Green (1968) Associate Professor
B.A., Wartburg College; B.D., Wartburg Seminary; Dr. Theol. University of Erlangen.
- Sheldon Hanft (1969) Assistant Professor
B.A., City College of New York; M.A., Ph.D., New York University.
- Richard Herbert Haunton (1972) Professor
B.A., M.A., Indiana University; Ph.D., Emory University.
- David Heisser (1969) Assistant Professor
B.S., College of Charleston; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Rena Caldwell Hoover (1955) Assistant Professor
A.B., Coker College; M.A., Appalachian State University.
- Sandra Ann Horvath (1970) Assistant Professor
A.B., State University of New York; M.A., Ph.D., Catholic University.
- James W. Jackson (1970) Associate Professor
B.A., M.A., University of Florida; Ph.D., University of Miami.
- Peter Karavites (1971) Assistant Professor
M.A., University of Chicago; Ph.D., Loyola University.
- Winston Lee Kinsey (1969) Assistant Professor
B.A., M.A., Baylor University; Ph.D., Texas Technological University.
- Eloise Camp Melton (1955) Assistant Professor
A.B., East Carolina University; M.A., George Peabody College for Teachers.
- Michael Jonathan Moore (1971) Assistant Professor
B.A., M.A., Ph.D., University of Washington.
- Anne Maurine O'Hora (1966) Assistant Professor
B.A., Good Counsel College; M.A., Columbia University.

Peter Petschauer (1968) Assistant Professor
B.A., Washington Square College of New York University; M.A., Ph.D., New York University.

Robert Wayne Ramsey (1966) Professor
A.B., M.A., Duke University; Ph.D., University of North Carolina at Chapel Hill.

Alan Jerome Reinerman (1970) Professor
B.S., M.A., Xavier University; Ph.D., Loyola University.

Carl Augustus Ross, Jr. (1968) Professor
A.B., Berry College; M.A., Ph.D., University of Georgia.

Donald Bishop Saunders (1971) Instructor
B.A., Davidson College.

Stephen Joseph Simon (1970) Assistant Professor
B.A., M.A., Xavier University.

Thomas Marvin Williamsen (1972) Instructor
B.S., Colorado State University; M.A., Duke University.

Ellsworth Tien-Wei Wu (1968) Professor
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- Charles Allen Martin (1970) Assistant Professor
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Library

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Appalachian State University Correspondence Directory

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Alumni Affairs

Fred T. Robinette, Jr., *Director of Alumni Affairs*

Employment of Students, Student Loans, Scholarships, Veterans Affairs

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Faculty Appointments

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The university information number is 262-2000, area code 704.

MR RICHARD T BARKER

LIBRARY

